

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

Course Number:	SW 393R3	Instructor's Name:	Cynthia Franklin, Ph.D., LCSW, LMFT
Unique Number:	64860	Office Number:	SWB 3.130F
Semester:	Fall 2005	Phone/E-mail:	471-0533 (UT) Mobile 413-1946 CFranklin@mail.utexas.edu
Meeting Time/Place and Room:	Monday, 2:30-5:30, Rm. 2.116	Office Hours:	Mondays 1:00-2:00, Wednesday 12:00-1:00 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;
2. Demonstrate understanding of similarities and differences among theories and critically assess their theoretical perspectives, value bases, and the role of gender in family dynamics;
3. Demonstrate understanding of similarities and differences among theories and their theoretical perspectives, value bases, and gender critiques;
4. 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;
5. Integrate and demonstrate application of procedures, techniques, and methods of different family intervention models;

6. 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;
7. 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;
8. 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;
9. 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;
10. 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.

Jantzen, C. Harris, O., Jordan, C. & Franklin, C. (2006). *Family treatment: Evidenced-Based practice with populations at-risk*. Pacific Grove,CA: Brooks/Cole.

Recommended:

McGoldrick, M. (2002). *Revisioning Family Therapy: Race, culture and gender in clinical practice*. New York: Guilford Press

Purchase textbooks at your favorite store or internet location.

Required Online Readings:

All additional 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 evidenced-based, 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 evidenced-based practice Techniques from the practice Approach (**20% of your grade**). **USE ONE OF THE EVIDENCED-BASED TREATMENT MANUALS TO ILLUSTRATE YOUR APPROACH** The class will divide into groups for preparation and presentation of experiential techniques from a treatment approach using a treatment manual from the 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 (Henggler). 2) MRI-Brief Therapy—Use the treatment manual from Jose Szapocznik 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 in your demonstration.

The 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. 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 paper on the approach in which they are modeling the evidenced-based 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 including measure used
 - b) Operationalize and specify behavior change procedures and processes such as stages of the therapy, numbers of sessions, sequences to follow, etc.
 - c) Operationalize and specify techniques utilized. Make sure you are using techniques from the Practice Manuals.
 - 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 paper is to be a formal professional product.
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.
6. Edit for style congruence between members of the group if you work with a group on the paper.

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 OR OTHER TEXTS BUT GO BEYOND THESE IN WRITING YOUR PAPER.** . 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 IS DUE ONE WEEK AFTER YOUR PRESENTATION

3. **Self-Directed Learning Project (50% of your grade):** The purpose of this assignment is to learn how to effectively intervene with a specific family problem area. There are three options specified for meeting this class requirement and you are offered an opportunity to construct your own learning task with approval of the instructor.

Option One: Well Researched, Evidenced-Based Intervention Manual for Problem AREA

Students will select a problem area that impacts couples or families (e.g. battering, adolescent depression, sexual dysfunction, suicide, divorce, blended families, 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 literature to discover the most effective family treatments and to find guides for how to deliver these treatments.

Option Two, Community Observations, Intervention Manual: Students are encouraged to seek out and learn from community experts who are knowledgeable about how to intervene with a problem. You can partner with an agency or practitioner or volunteer setting. But, make sure the community partners are using the best practices or are experts on evidenced-based interventions. When possible, interview the practitioners and observe the interventions. Write-up a log of your learning experiences focusing on how to deliver the family interventions. When available you may also draw from the treatment manuals they use in the agency as well as write-up what you learned from interviews and observations in the agency.

Option Three, Practice Delivering an Evidence-Based Intervention: Identify a Treatment manual for a problem area and seek out an opportunity to deliver at least four sessions from the manual with friends or voluntary clients. This should be done to give you practice with the approach. Write-up the sessions and interventions delivered and what you learned doing this task. If you do not want to write it up and can video tape yourself doing the sessions that will substitute for the written assignment. Although, you must submit an outline or statement about what intervention you were delivering and reference for that intervention. **Video tapes must be audible.**

Option Four, Develop Your Own Learning Task Students are encouraged to develop their own learning task with approval of the instructor. The only requirement is that the learning task focuses on mastery of best family practices with a specific population or problem area. BE CREATIVE.

IF YOU WISH YOU MAY CHOOSE A PARTNER TO HELP YOU WITH THE INTERVENTION MANUAL Same Rules Apply for Group Papers.

Suggestions for Background Work for developing a Well-Researched Intervention Manual

1. Ascertain from the empirical literature 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 the Researched, 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.

For your learning videos of the major treatment approaches covered in this class have been posted on Blackboard. They are in the External Links. There is also a Video form that you can use to help you analyze what the therapist is doing. Video Analysis Form (The form is posted on Blackboard)

Meet the Experts! Visit several Family Therapy websites: Found in the External Links on Blackboard

Course Grades

The final course grade will be calculated as follows:

Group Demonstration of Intervention	20%
Paper for Family Practice Model	40%
Evidenced-Based Intervention Manual	40%
Group Demonstration of Intervention	Due Date See Syllabus
Family Practice Paper	Due Date One week after Demonstration
Intervention Manual Due Date	Due Date Last Day of Class

Grading Scale for Graduate Students

100 - 94 = A
93 - 90 = A-
89 - 87 = B+
86 - 84 = B
83 - 80 = B-
79 - 77 = C+
76 - 74 = C
73 - 70 = C- (Class failed/no credit: 73 and below)
69 - 67 = D+
66 - 64 = D
63 - 60 = D-
59 and below = 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.

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

Sept. 12 History and Current Trends in Family Therapy Models

Required

Franklin & Jordan, Chapter 1, 14

Jantzen, et. al. 1-3

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.

Aponte, H. (2003). The soul of the marriage and family therapist. *Psychotherapy Networker* (Sept-October), 15-19.

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.

Green, R. J. (2003). When therapists do not want their clients to be homosexual: A response to Rosick's article. *Journal of Marital and Family Therapy*, 29 (1), 29-38.

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.

Rosik, C. (2003). Motivational, ethical, and epistemological foundations in the treatment of unwanted homoerotic attraction. *Journal of Marital and Family Therapy*, 29 (1), 13-28

Rosik, C. (2003). When therapists do not acknowledge their moral values: Green's response as a case study. *Journal of Marital and Family Therapy*, 29 (1), 39-45.

- Schwartz, R.C. & Johnson, S.M. (2000). Does couple and family therapy have emotional intelligence. *Family Process*, 29-33.
- Spronck, W. E. E. C., & Compernelle, 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. 19 Family Therapy Models: Solution-Focused Brief Therapy

Required

Franklin & Jordan Chapter 5

McGoldrick, Chapters, 3-6

Jantzen, et. al. 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., 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 26, GROUP DEMONSTRATION MODEL: SFBT

More Practice and Examples of SFBT.

Finish Above Readings

October 3: Family Models: Structural and Multisystemic

Required

Franklin & Jordan Chapter 2

McGoldrick, Chapters 7-10

Jantzen, et. al. Chapter 6

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). Home-based 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, 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.

October 10: GROUP DEMONSTRATION OF MODEL : Multisystemic or other evidenced-based structural model.

More Practice and Examples of Structural Family Therapy.

Finish Above Readings

October 17: Family Models: Brief MRI and Strategic

Required

Franklin & Jordan, Chapters, 3, 10

McGoldrick, Chapter 4, 5 & 28

Jantzen, et. al. Chapter 10

Anger-Diaz, et.al. Problem solving across cultures: Our Latino experience. *Journal of Systemic Therapies* 23 (4).11-27.

Bobrow, E. & Ray, W. A. (2004). Strategic family therapy in the trenches. *Journal of Systemic Therapies*, 23(4), 28-38.

Fisch, R. (2004). What have you done lately? MRI Brief Therapy. *Journal of Systemic Therapies* 23 (4), 4-10.

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.

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.

October 24: GROUP DEMONSTRATION OF MODEL Szapocznik approach with adolescent substance abuse, Sells, Parenting with Love and Limits or another evidenced-based strategic approach

More practice with Strategic and MRI Therapy.
Finish Above Readings

October 31: Library Day

November 7 Behavioral/Integrative Couples Therapy

Required

Franklin & Jordan, Chapters 4, 7, & 12

McGoldrick, Chapters 11-13

Jantzen, et. al. Chapters 7, 8 & 9

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.

Moore, B.C. (2005). Empirically supported family and peer interventions for dual disorders. *Research on Social Work Practice*, 15 (4), 231-245.

November 14: GROUP DEMONSTRATION OF MODEL ON BEHAVIORAL MARITAL Using Gottman or Jacobson

Finish Readings Above

Read McGoldrick chapters 14-18

Recommended Reading for Behavioral Family Therapy: Multifamily Group Psychoeducational Interventions

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.

- McFarlene, W.R., (2002). An overview of psychoeducational, multifamily group treatment. In W.R. McFarlene (Ed). *Multifamily groups in the treatment of severe psychiatric disorders*. New York: Guilford Press
- 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.

November 21: Interventions for Infidelity

McGoldrick 19-25

- Blow, A.J. & Hartnet, K. (2005). Infidelity in Committed Relationships II: A Substantive review. *Journal of Marital and Family Therapy*, 31 (2), 217-234
- Blow, A.J. & Hartnet, K. (2005). Infidelity in Committed Relationships I: A methodological review. *Journal of Marital and Family Therapy*, 31 (2), 183-217.

November 28 Interventions for Divorce

McGoldrick 26-31

Jantzen, et. al. Chapters 11 & 12

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

*****Intervention Manual Projects 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