

SW 393R3: THEORIES AND METHODS OF FAMILY INTERVENTION
 THE UNIVERSITY OF TEXAS AT AUSTIN
 SCHOOL OF SOCIAL WORK

Course Number:	SW 393R3	Instructor's Name:	Cynthia Franklin, Ph.D., LCSW, LMFT TA: Katherine Montgomery
Unique Number:	63865	Office Number:	SWB 3.130F
Semester:	Fall 2009	Phone/E-mail:	471-0533 (UT) Mobile 413-1946 CFranklin@mail.utexas.edu TA: kmontgomery@mail.utexas.edu
Meeting Time/Place and Room:	Monday 2:30-5:30 Rm 2.116	Office Hours:	Mondays 1:00-2:00 or by appointment

I. Standardized Course Description:

This course is designed to provide students with a comprehensive understanding of 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 with a focus on intervention skills and techniques. The course is grounded in best practices and the identification, analysis, and implementation of empirically-based intervention strategies. This course will focus on using multiple perspectives in the advanced application of theories, models, and skills utilized in short- and longer-term family interventions.

II. Standardized Course Objectives: By the end of the semester, students will 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. 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;
4. Select theories, models, and interventions and then critically evaluate and analyze these approaches as to their effectiveness in given situations. This

includes: (a) the adequacy of the research and knowledge base; (b) the range of applicability; and (c) the value and ethical issues, including the student's own value system;

5. Apply 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;
6. 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;
7. Implement and evaluate the effectiveness of family interventions.

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

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

Gehart, D. (2010). *Mastering competencies in family therapy*. Pacific Grove, CA: Cengage Learning.

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. This is a professional practice class and each student is expected to demonstrate behavior that meets the criteria of the National Association of Social Workers code of ethics and meets the standards for professional practice of social work. Rules for in-class learning include:

VII. Class Code of Conduct

- Hard work and commitment to learning topics.
- Best preparation and dedication to be both a learner and contributor to the in-class learning.
- Respect for your colleagues, both students and professor, and that includes proper respect given to presentations, comments, and ideas presented during class.
- Commitment to the class community and personal responsibility to contribute to common good, and to fulfill one's own individual responsibility.
- Demonstration of outward behavior, dress, speech and mannerism that would suggest that you are a professional person with a professional job.
- Use your computer, iphone, blackberry, and other communication devices during class only in a way to assist your class work.
- When you need to be late or to take a day off from the class, contact the professor *in advance* and make appropriate arrangements for making-up your missed in-class learning.

VIII. Class Assignments: (*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 OR SEMINAL BOOKS 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:
 - A. *Solution-focused Brief Therapy*- Books by Insoo Kim Berg are best. She created the approach. Also, books by Yvonne Dolan and Matthew Selekman are excellent for learning how to help families.
 - B. *Structural Approaches*—Minuchin & Aponte, Henggler/Multisystemic - I suggest using the treatment manual from Multisystemic Therapy (Henggler) or books by Patricia Minuchin and Salvadore Minuchin for the best learning.
 - C. *Strategic Approaches*—Use the treatment manual from Jose Szapocznik (Brief Strategic Therapy) or Scott Sells' Parenting with Love and Limits program
 - D. *Couples Approaches*—Christianson, Jacobson, Gottman, and Stuart for Behavioral and Susan Johnson for Emotion-focused—Use the treatment manual from Integrative Couples Therapy or John Gottman's marital

therapy in your demonstration for behavioral or Susan Johnson if you are going to illustrate EFT.

Each group will be responsible for demonstrating the behavioral change techniques for their approach to the class. The group's purpose is to model the specific behavioral change techniques. It is NOT to explain the theory, because we will be going over the therapy theory in class prior to your demonstration. *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 the techniques that are being illustrated is required. **You must submit a power point for your presentation to the instructor as a part of your grade and the quality and accuracy of these materials will be considered in your final evaluation for the demonstration of the behavioral change techniques.**

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. **Please consult the syllabus for presentation schedule.**

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 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. **The paper is due one week after your group presentation. See the dates for the presentation on your topic area to determine when your paper is due.**

Considerations in writing your paper:

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.

Suggested Outline:

- I. Theoretical basis of the model, 4 to 6 pages
 - a) Theory
 - b) Key Ideas
 - c) Major Assumptions
- II. Procedures and techniques used in the model, 6 to 8 pages
 - a) Operationalize and specify assessment methods including measures used
 - b) Specify and illustrate techniques used to engage families including processes such as the behaviors of therapists. In addition, talk about stages of the therapy, numbers of sessions, sequences to follow as you deliver the intervention.
 - c) Specify techniques utilized to change families. Make sure you are using techniques from the research-based, practice manuals.
- III. Research and evidenced-based support for the model, 6 to 8 pages
 - a) Research supporting theory of the model or guiding theories. Be specific and quote studies.
 - b) Research supporting clinical effectiveness of the model. What research is available to support the efficacy (outcome) 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.

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 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 and 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 texts for the class. Do not cite other overview texts or chapters. DO NOT RELY ON THE GEHART, JANTZEN ET. AL TEXTS OR OTHER SIMILAR OVERVIEW 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.

3. **Self-Directed Learning Project (40% of your grade):** The purpose of this assignment is to learn how to effectively intervene with a specific family problem area and to learn more about how to do effective family practice. The Jantzen et. al. book is helpful for learning best practices for problem areas. There are *several options (described below)* that will help you learn more about effective family approaches and how to do them. These assignments allow options you may choose for meeting this class requirement. You are also offered an opportunity to construct your own learning task with approval of the instructor. **YOU CAN CHOOSE A PARTNER TO HELP YOU WITH your self-directed learning assignment or choose to complete the project individually.** Each partner must make equal contributions. Follow the same rules that have been set for group demonstration papers. **The self-directed learning assignment is meant to be completed across the entire semester and is due on the last day of class. This assignment will also serve as a final evaluation for this course.**

Options for Self-directed Learning Assignment (Choose one of the following for your own assignment)

1. *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.

2. *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 the empirically-supported 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.

3. *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 film 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. DVD's submitted **must be audible**.

4. *Option Four: Master Therapist Analysis:*

For your learning, film clips of the major treatment approaches covered in this class have been posted on Blackboard. You may watch the film clips that are provided online from Master therapists (there are clips for each practice model studied in the class) and analyze each session that is posted using the analysis sheet provided online. This assignment works best for those who want to learn about the techniques of different practice models in more depth and explore their feelings and reactions about these approaches while watching master therapists in action. The film clips are accessed in the External Links on Blackboard. There is also a Master Therapist Analysis Form that you must use to help analyze what the therapist is doing and what the objectives of the therapy are (the form is posted on Blackboard).

5. *Option Five: 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 and/or engages you in learning how to do family practice. BE CREATIVE AND DESIGN YOUR OWN ASSIGNMENT.

If you choose *option one*, follow these suggestions and outline for background work in developing a well-researched intervention manual:

1. Ascertain from the empirical/research literature what the most effective family interventions for working with your problem area are. You can discover this easily by reading reviews of the empirical literature, meta-analyses and other critical analyses of family practices for solving the problem. Choose an intervention based on this analysis. (*Start by reading chapter 11 in the Sexton, et. al. book – it will provide you some research background. The Jantzen, et. al. book also offers research reviews of best, family practices to get you started*).
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 and 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.
6. *Outline for the Evidence-Based, 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.

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
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Family Practice Paper	Due Date One week after Group Demonstration
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Intervention Manual Due Date	Due Date Last Day of Class
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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

IX. 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.

X. Course Schedule

August 31 – Introduction to Family Therapy

Required

Gehart Chapter 1-5 and 7 & 8 for a review of family history and background for the field of marriage and family therapy.

Jantzen, et. al. Chapters 1-2

Remember – you can meet the family therapy experts! Visit several Family Therapy websites: Found in the External Links on Blackboard

September 7: Happy Labor Day!

Sept. 14 - Family Therapy Models: Solution-Focused Brief Therapy

Required

Gehart Chapter 14

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.

Franklin, C., Kim, J.S. & Trippodi, S. (2006). Solution-focused, brief therapy interventions for students at-risk to dropout. In C. Franklin, M. B. Harris & P.Allen-Mearns (Eds.). *The school services sourcebook* (p.p. 691-704).

New York: Oxford University Press.

Kim, J.S. (2007). Examining the effects of solution-focused brief therapy: A meta-analysis using random effects modeling. *Research on Social Work Practice* 18, 107-117.

Learning Tips:

See a treatment manual at The Solution-focused, Brief Therapy Association, sbta.org or read books by developers Insoo Kim Berg and Steve deShazer or Matthew Selekman for how to do the approach with children and families. For how to do SFBT with children and adolescents in schools, see Kelly, M. Kim J.S. & Franklin, C. *Solution-focused brief therapy in schools*. New York: Oxford University Press.

Sept. 21 - Family Therapy Models: More on Solution-Focused Brief Therapy

Required

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

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.

Sept. 28 – GROUP DEMONSTRATION OF SOLUTION-FOCUSED BRIEF THERAPY

October 5-Family Models: Structural and Multisystemic Therapy

Required

Gehart Chapter 10

Jantzen, et. al.Chapter 6

Gehart Chapter

Curtis, N. M., Ronan, K. R., & Borduin, C. M. (2004). Multisystemic treatment: A meta-analysis of outcome studies. *Journal of Family Psychology*, 18(3), 411-419.

Henggeler, S.W., Schoenwald, S.K., Swenson, C.C. & Bourdin, C. (2006). Methodological critique and meta-analysis as Trojan horse. *Children & Youth Services Review*, 28, 447-457.

Henggeler, S. W., & Sheidow, A. J. (2003). Conduct disorder and delinquency. *Journal of Marital & Family Therapy*. 29(4), 505-522.

- 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.
- Littell, J., Popa, J. H., & Forsythe, B. (2005). Multi-systemic therapy for social, emotional, and behavioral problems in youth aged 10-17, *Campbell Collaboration Review*, 2, Retrieved November 10, 2006 from http://www.campbellcollaboration.org/doc-pdf/Mst_Littell_Review.pdf.
- Sells, S. P. & Franklin, C. (2008). Beyond the One way Mirror. *Psychotherapy Networker*, 62, 27-31.

Learning Tips:

See Scott Henggeler et. al (2009) *Multisystemic Treatment of Antisocial Behavior in Children and Adolescents, Second Edition*. Also review *Serious Emotional Disturbance in Children* (2002) for a good book on how to apply multisystemic methods of family therapy. Other books written by Salvador and Patricia Minuchin on Structural Family Therapy are very helpful learning tools.

October 12 – GROUP DEMONSTRATION OF MULTISYSTEMIC OF OTHER EMPIRICALLY-SUPPORTED, STRUCTURAL APPROACH

More Practice and Examples of Structural Family Therapy.
Finish Above Readings

October 19-Family Models: Strategic Family Therapy

Required

- Gehart Chapter 9
Jantzen, et. al.Chapter 10
Sells, S.P. (1998). A model for change. In *Treating the Tough Adolescent*. New York: Guildford Press.
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.

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.

Learning Tips:

Learn about Strategic Family Therapy by studying the work of Jose Szapocznik or Scott Sells. Szapocznik is the author of treatment manuals on Brief Strategic Family Therapy and a book on Preventing Adolescent Substance Abuse: Science-based Approaches. See a treatment manual for the approach and read more about him and his approach at the National Institute of Drug Abuse (NIDA) <http://www.drugabuse.gov/TXManuals/bsft/BSFT8.html> Scott Sells, Parenting with Love and Limits is also a good source of information for how to apply structural/strategic therapy methods. Read about how to apply his approach in books such as *Treating the Tough Adolescent and Parenting with Love and Limits*. Available at www.Difficult.net

October 26-GROUP DEMONSTRATION OF STRATEGIC MODEL (Szapocznik approach with adolescent substance abuse, Sells, Parenting with Love and Limits or another evidenced-based strategic approach)

More practice with Strategic Therapy.
Finish Above Readings

November 2 - Couples Therapy: Behavioral/Integrative or Emotion-Focused

Required

Gehart Chapters 11 & 13

Gottman, J.M. (1999). Myths and mistakes of Marital Therapy. In *The Marriage Clinic: A Scientifically-based Marital Therapy*. New York: Norton.

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

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

Learning Tips

Learn about how to do Couples therapy from Andrew Christensen, Susan Johnson, or choose from psychoeducational programs. Search Cochrane Collaboration review on psychoeducation. <http://www.cochrane.org/> and be smart about the best Couple and family approaches for mental health problems.

November 9 - GROUP DEMONSTRATION OF MODEL ON COUPLES (Choose Gottman, Jacobson, Johnson or Psychoeducational)

Required

Jantzen & Harris, Chapter 7

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.

November 16-Other Major Approaches to Family Therapy: Narrative and Intergenerational

Required

Gehart Chapters 12 and 15

November 23– Library Learning Day for Assignments. Happy Thanksgiving!!!

November 30-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 online

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