

THE UNIVERSITY OF TEXAS AT AUSTIN

SCHOOL OF SOCIAL WORK

Course No.	393R3	Instructor	Margaret Duval Hill, LCSW
Unique No.	63375	Email	margaret.duval.hill@gmail.com
Semester	Fall 2014	Phone	512.964.2595 7 days a week, 8 am - 10 pm please
Meeting Time	Tuesdays, 11:30-2:00	Office	SSW 3.104a (Adjunct office)
Meeting Place	SSW 2.116	Office Hours	Tuesdays, 2:00-3:00

THEORIES AND METHODS OF FAMILY INTERVENTION

I. 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. 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; **(CL/APB 7)**
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; **(CL/APB 7)**
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; **(CL/APPB 4)**
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; **(CL/APB 2)**
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; **(CL/APB 6)**

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; **(CL/APB 10a)**
7. Implement and evaluate the effectiveness of family interventions. **(CL/APB10c)**

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific **Educational Policies (EP)** and **Practice Behaviors (PB)** that are assessed in this course. The complete EPAS can be optioned from your Student Handbook.

EP 2.1.2. Apply social work ethical principles to guide professional practice.

- **CL/APB2** Refine ability to manage value differences and ethical dilemmas
- Objectives: 4
- Assignments: family of origin paper; role play and role play paper; in-class family therapy exercises, videos, and simulations

EP 2.1.4. Engage diversity and difference in practice.

- **CL/APB4** Utilize needs, values, and strengths in applying appropriate interventions for diverse client systems
- Objectives: 3
- Assignments: Role play, role play paper; midterm and 2nd exam; in-class family therapy exercises, videos, and simulations

EP 2.1.6. Engage in research-informed practice and practice-informed research.

- **CL/APB6** Apply empirically supported evidence to practice
- Objectives: 5
- Assignments: role play paper; midterm and 2nd exam

EP 2.1.7. Apply knowledge of human behavior and the social environment.

- **CL/APB7** Synthesize and select human behavior and the social environment theories to match client needs
- Objectives: 1, 2
- Assignments: informed class discussion; family of origin paper, role play and role play paper

EP 2.1.10a. Engagement.

- **CL/APB10a** Integrate theory-based relational skills in all areas of client engagement
- Objectives: 6
- Assignments: role play; role play paper; video clips of major family therapy experts

EP 2.1.10c. Intervention.

- **CL/APB10c** Critically apply interventions to design, implement and evaluate effective practice
- Objectives: 7
- Assignments: Role play; role play paper, mid term and 2nd exam; in-class video clips of major family therapy experts.

III. Teaching Methods and Class Organization

This class provides opportunities for development of both theoretical thinking and clinical skills. Five family therapy models are presented through a combination of readings, lectures, videos, small group exercises, demonstrations of the interventions, guest speakers, and class discussions. Lectures focus on the principles and significant concepts of each model. Learning opportunities highlight application of the five models to diverse families and various family life cycle events, e.g. parenting adolescents. Each student is expected to contribute from a synthesis of class readings, field experiences, and from his or her life experiences, as appropriate. *All in-class discussions related to personal values, beliefs, or life experiences will be kept confidential.*

IV. Texts

Nichols, M. P. (2014). *The essentials of family therapy*. (6th Ed). Boston, MA: Pearson.

Other readings will be assigned throughout the semester and those are accessible online for the most part. For those readings where an online source is not available, copies are available at the School of Social Work Learning Resource Center.

V. Course Requirements

The grade for this course will be based on the student's ability to demonstrate knowledge of and apply methods from the major models of family therapy, as well as on the student's degree of *active* involvement in learning (i.e., class readings, informed discussion, and experiential exercises.)

Family of Origin Paper (8-10 pages)

Due: Sept 23

20% of grade

The paper will have three parts (A, B, and C).

- A. Each student will choose a nodal point in his/her family of origin and construct a three-generational genogram that depicts the family relationships and environmental stressors (ie, unemployment, illness, etc) that depicts the family relationships at the time the issue

occurred. A class handout on genograms will be given to be used with this assignment. The genogram should also reflect in its notation the issues or dominant pattern(s) discussed in the interview (described below). (NOTE: A “nodal” event is some major event or problem that occurred in your family that highly affected you and others in your family, ie, illness, unemployment, divorce, death, major move, etc.)

- B. Choose an issue related to this nodal event as a “presenting problem” and conduct a 4 - 6 page (double-spaced) Bowen-type interview with yourself as an adult. The interview will resemble a script from a play, as shown in the example below.

Therapist: *How was the relationship with your sister during this time?*

Student: *Well, my sister was the oldest and favorite of my mother. We fought a lot because she was always trying to be my boss.*

Therapist: *So there was kind of a triangle between you, your sister, and your mother around who was in charge? Triangulation occurs when the anxiety in an emotional system gets so high that one or both parties in a twosome will triangle in someone or something to reduce the anxiety and return the system to equilibrium. What used to happen right before these fights with your sister? And who intervened when you two would fight? What would happen right after your fight?*

The interview should reflect a collaborative effort between you and yourself (as the therapist) to analyze your family using at least three Bowen concepts. Be sure to include major themes elicited from this interview on your genogram completed in part A. For example, if there was “emotional cutoff” between a parent and one of his/her siblings during this time, discuss what effect this may have had (or still has) on the family system, and indicate the emotional cutoff in your genogram.

- C. Describe the impact of this assignment on your self awareness. What did you learn about yourself from the interview, i.e. what areas do you need to monitor so that your early family experiences do not get in the way of what your client families need? What experiences and insights did you have that could be useful to understanding client families? *Be reflective!*

Please Note: This assignment is sometimes difficult to complete. Issues may arise that cause thoughtfulness or pain or questioning. Please remember that all families have problems. This is central to our human condition. The goal of this assignment is to give you insight into your own family dynamics and emotional system so you can better use and monitor your family experience in your clinical practice. Please use an ID # that will be assigned in class instead of your name on the face sheet of the paper. Also, please give yourself a pseudonym on your genogram and in the interview. The information contained in this paper will be kept confidential—no one will read this paper except the instructor, and it will be returned to you within 2 weeks of its due date.

Role Play Demonstration and Role Play Paper

Due: Varies (see schedule below)

35% of grade

This assignment will have two parts (A and B).

- A. Family therapy role play demonstration. Students will divide into 5 different family therapy groups. Based upon a case vignette that will be assigned to their group, students will develop a 45-50 minute family interview session demonstrating that particular family therapy model in the working stage of that model. The case vignette assigned to each group will describe the family members and presenting problem. In addition to illustrating the family therapy model and at least 4 interventions or techniques related to that model, role plays will consider different family structures with attention to marital status, socioeconomic class, race/ethnicity, religion/spirituality, sexual orientation, and/or other manifestations of diversity.

All role play members need to be thoroughly immersed in the family therapy model being demonstrated, in addition to the student(s) who will role play the family therapist. After the family interview has been conducted, the instructor and class will have an open question and discussion period of about 20 minutes, with each role play member expected to take part in answering at least one of the questions posed by the class. In addition, 2 class members not in the role play group will be acting as “visiting consultants” who have “observed” the interview thru a one-way mirror, and will be especially prepared to provide suggestions or observations to the family group, during the question and answer period.

Dates for Family Therapy Role Play Demonstrations:

Bowen family therapy role play: September 23 (paper due September 30)

Structural family therapy role play: October 7 (paper due October 14)

CBT family therapy role play: October 28 (paper due November 4)

Solution-focused family therapy role play: November 11 (paper due November 18)

Narrative family therapy role play: November 25 (paper due December 2)

- B. Family Role Play Paper (Due 1 week after family therapy role play; 12-15 pages). Each student will write an individual paper about their family role play experience that addresses the following topics.
1. Description and analysis of the family relative to a) life cycle stage; b) family beliefs, organization, and communication; c) social context, i.e. race/ethnicity, class, religion, sexual orientation, etc); and d) problems/stressors being addressed.
 2. Application of the family therapy model relative to a) tenets and constructs of the model; b) interventions demonstrated during the session, including the rationale for using each intervention and its observable impact on the family or family member in the session; and c) how effective in general do you think the model could be in helping resolve the issues or problems described in the role play, if the family continued to receive therapy using this model? Based on your review of evidence-

based research, would some other family therapy model work better, and if so, give a specific rationale for why this would be the case.

3. Your thoughts and emotions about a) the impact of the role play family and family members on you during the interview and your impact on them; and b) the delineation of similarities between your own family and the role play family as well as significant differences.
4. Assessment of the model relative to evidence-based research and support for the clinical effectiveness of this model, as well as for its demonstrated use with specific populations. Include possible public policy considerations (national, state or local) that might impact the issues in question.
5. Use citations to relevant research and literature in this assignment. Include a reference list of sources used for this assignment. The paper should adhere to APA style, 6th edition citation and reference style, and have been carefully edited for organization, sentence and paragraph structure, spelling, grammar, punctuation, and clarity of thought. Sections (1), (2), and (4) should be written in the third person.

Each student will receive one grade for the role play demonstration and paper together. 25% of the grade (25 points out of 100) will be based on the family role play (group grade). 75% of the grade (75 points out of 100) will be based on the paper itself (individual grade).

Two In-Class Exams

Due: October 14, December 2

30% of grade (15% for each)

Two in-class exams will given, one at midterm and one at the end of the semester. The midterm exam will cover Bowen and structural family therapy; and the 2nd exam will cover CBT, solution-focused, and narrative family therapy. Exam questions will include multiple-choice, true/false, and essay questions.

Class Participation

15% of grade

Class participation grade will include attendance, punctuality, informed class discussion, brief assignments that may be given, and the extent to which students take part in the question and discussion class time after the family role play presentations. Students who serve as the “visiting consultants” during the family role play presentations will be given extra credit towards their class participation grade.

More on participation

VI. Course Grading Criteria

Family of origin paper

20%

Role play & family therapy paper	35%
Two in-class exams (15% each)	30%
Class participation	15%
TOTAL	100%

VII. Grading Scale (University-Wide)

94.0 and above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

Please note that you will not earn credit for MSSW courses if your final grade falls below a 'C'. You must earn a 'C' or above for credit to be given for the course. Also, MSSW students must maintain an overall B average.

VIII. Class Policies

Required UT Policies

The University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Professional Conduct in Class

The professor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

Classroom Civility

A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues.

Unanticipated Distress

Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the instructor. The instructor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at www.utexas.edu/student/cmhc/.

Policy on Social Media and Professional Communication

Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including **any** information that might lead to the identification of a client or compromise client confidentiality in **any** way.

Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics. Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

Policy on Scholastic Dishonesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs/>).

Use of Class Materials

The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

Documented Disability Statement

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

Religious Holidays

By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

Use of Email for Official Correspondence to Students

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their email address. Students should check their email regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their email address at <http://www.utexas.edu/its/policies/emailnotify.php>.

Safety

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 notify the professor regarding any safety concerns.

Behavior Concerns Advice Line (BCAL)

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Policies Specific to This Class

Attendance and Deadlines

It is important for social work practitioners to be punctual in both attendance and meeting deadlines. Class attendance and participation are expected, as is handing in assignments on time. Roll will be taken each class period and students are expected to attend the full class. If a student leaves class early, the absence will be treated as unexcused. Students are also expected to complete assigned readings prior to each class. Students are expected to turn in all required assignments at the beginning of class on the due date. Late assignments will incur a grade penalty, except in case of extreme emergencies, and then only with the permission of the instructor. *Papers will lose 5 points for each day that an assignment is late, except in very extenuating circumstances.*

Scholastic Honesty

Social work practitioners assume responsibility for themselves. Therefore, it is expected that the work handed in will be your own. Scholastic dishonesty, including plagiarism and cheating during examinations, violates social work values and will result in recommendation for dismissal from the social work program and a referral to the university's Dean of Student's Office.

Students' Role

Social work practitioners are assertive and function as team members. Therefore, feedback about the course is welcome and the course will be viewed as a joint effort between students and the instructor. Students are encouraged to provide feedback during office hours and by appointment. This is your class. Make the most of it!

Confidentiality

There is no requirement that confidential or personal information be openly shared in class. If such information is shared, it is understood that the strictest standards of professional confidentiality will be maintained by all students.

Use of Canvas

The online Canvas system will be used in this class. It is the student's responsibility to obtain access to Canvas and to check regularly for materials. If you have any difficulties, please let the instructor know immediately. The instructor is responsible for posting the syllabus, readings, assignments, and grades to Canvas in a timely way.

Alterations to This Syllabus

The instructor has the right to make changes, additions, and deletions to this syllabus, and will give appropriate advance notice to the students when such changes are made.

IX. Course Schedule

Date	Topics and Activities	Assignments and Readings
September 2	Introduction and review of syllabus Family assessment (PSAs?) Choose role play groups	Nichols, M. P. (2014). <i>The essentials of family therapy, 6th ed.</i> Boston, MA: Pearson. Chapters 1 and 2 (skim) Jordan, C. & Franklin, C. (2011). <i>Clinical assessment for social workers: Qualitative and quantitative methods, 3rd ed.</i> Chicago, IL: Lyceum. Chapter 1, "An Integrative Skills Assessment Approach" and Chapter 10, "Multicultural Assessment" Websites for geogram help: How to Make a Genogram and Standard Symbols for Genograms

September 9	<p>Family assessment, continued</p> <p>Fundamental concepts of family therapy</p> <p>Bowen family systems therapy</p>	<p>In class: Genogram exercise</p> <p>Nichols, Chapters 4 and 5</p> <p>Family Case Study materials</p>
September 16	Bowen family systems therapy, continued	<p>In class: Lindsey Saddock, MA, LPC (An expert in the use of Bowen family systems therapy to treat families)</p> <p>Schnarch, D. (2011). <i>Intimacy and desire: Awakening the passion in your relationship</i>. New York, NY: Beaufort. Chapter 2, "Holding On To Your Self"</p> <p>Gilbert, R. (2004). <i>The eight concepts of Bowen theory: A new way of thinking about the individual and the group</i>. Falls Church, VA: Leading Systems. Chapter 1, "Nuclear Family Emotional System"</p>
September 23	<p>Bowen family systems therapy role play and discussion</p> <p>Structural family therapy</p>	<p>Family of origin papers due</p> <p>Nichols, Chapter 7</p>
September 30	Structural family therapy, continued	<p>Role play papers due for Bowen group</p> <p>Minuchin, S., Nichols, M. P., and Lee, W.-Y. (2007). <i>Assessing families and couples: From symptom to system</i>. Boston, MA: Pearson. Chapters 1, 2 and 9</p> <p>Corcoran, J. (2003). <i>Clinical applications of evidence-based family interventions</i>. Cambridge,</p>

		UK: Oxford University. Chapter 6, "Structural Family Therapy with Adolescent Conduct Disorder"
October 7	Structural family therapy role play and discussion Review for midterm exam	McGoldrick, M., Carter, B., & Garcia-Preto, N. (2010). <i>The expanded family life cycle: Individual, family, and social perspectives</i> , 4 th ed. Boston, MA: Allyn and Bacon. Chapter 20, by Johnson, T. W. & Colucci, P. "Lesbians, Gay Men and the Family Life Cycle" Falicov, C. J. (2014). <i>Latino Families in Therapy</i>, 2nd ed., New York, NY: Guilford. Chapter 5, "The second generation identity struggles: Roots and wings"
October 10	Fairbanks Lecture Extra credit for attendance	"In Case of Emergency, Sit Still, Do Nothing and Listen: Psychoanalysis and Urgent Demand" by Gilbert Cole, Ph.D. , LCSW 1-4 pm in the Utopia Theater
October 14	Midterm exam	Role play papers due for structural group
October 21	CBT family therapy	Nichols, Chapter 10 Additional readings TBA
October 28	CBT family therapy role play and discussion Solution-focused family therapy	Nichols, Chapter 12 Additional readings TBA
November 4	Solution-focused family therapy, continued	Role play papers due for CBT group Additional readings TBA
November 11	Solution-focused family therapy role	Nichols, Chapter 13

	<p>play and discussion</p> <p>Narrative family therapy</p>	<p>Additional readings TBA</p> <p>Anderson, H. & Goolishian, H. (1988). Human systems as linguistic systems: Preliminary and evolving ideas about the implications for clinical theory. <i>Family Process</i>, 27(4), 371-393.</p>
November 18	Narrative family therapy, continued	<p>Role play papers due for solution-focused group</p> <p>Additional readings TBA</p>
November 25	Narrative family therapy role play and discussion	
December 2	<p>Class Evaluation</p> <p>Self-report participation grade</p> <p>Final Exam</p>	<p>Role play papers due for narrative group</p> <p>Enjoy your break and happy holidays!</p>

X. Readings

Students should read and become familiar with the literature associated with the family therapy model used in their group role play. Availability is noted and was up to date at the time of creating this syllabus.

Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In A. A. Editor & B. B. Editor (Eds.), *Title of book* (pages of chapter). Location: Publisher.

Bowen Family Systems Model

Friedman, E. (2008). *Myth of a shiksa*. New York, NY: Church Publishing. [Not available at UT library.] Chapter 3 and 9 especially recommended.

Gilbert, R. (2004). *The eight concepts of Bowen theory: A new way of thinking about the individual and the group*. Falls Church, VA: Leading Systems. [Not available at UT library.]

Gilbert, R. M. (1998). *Extraordinary relationships: A new way of thinking about human interactions*. New York, NY: Wiley. [Not available at UT library, available at Austin Public Library.]

Hill, W. E., Hasty, C., & Moore, C. J. (2011). Differentiation of self and the process of forgiveness: A clinical perspective for couple and family therapy. *Australian & New Zealand Journal Of Family Therapy*, 32(1), 43-57. [Full text available online at UT library.]

- Klever, P. (2009). The primary triangle and variation in nuclear family functioning. *Contemporary Family Therapy: An International Journal*, 31(2), 140-159. doi:10.1007/s10591-008-9082-2 [Full text available online at UT library.]
- Larson, R.W., & Gilman, S. (1999). Transmission of emotions in the daily interactions of single-mother families. *Journal of Marriage and the Family*, 61, 21-37. [Full text available online at UT library.]
- Lerner, H. G. (1993). *The dance of deception: Pretending and truth-telling in women's lives*. New York, NY: Harper Collins. [Full text available online at UT library.]
- Mackay, L. (2012). Trauma and Bowen family systems theory: Working with adults who were abused as children. *Australian & New Zealand Journal Of Family Therapy*, 33(3), 232-241. doi:10.1017/aft.2012.28 [Full text available online at UT library.]
- McGill, D. W. (1992). The cultural story in multicultural family therapy. *Families in Society*, 73(6), 339-349. [Available in print at the PCL.]
- Papero, V. (1990). *Bowen family systems theory*. Boston, MA: Allyn and Bacon. [Available in print at the PCL.]
- Schnarch, D. (2011). *Intimacy and desire: Awakening the passion in your relationship*. New York, NY: Beaufort. [Not available at UT library, available at Austin Public Library.]

Structural Family Therapy

- Golden, L. B. (2000). *Case studies in marriage and family therapy*. Upper Saddle River, NJ: Merrill. Chapter ?? about structural family therapy
- Hecker, L. L., & Wetchler, J. L. (2003). *An introduction to marriage and family therapy*. New York, NY: Haworth. Chapter 3, "Structural family therapy" [Full text available online at UT library.]
- Minuchin, P., Colapinto, J., & Minuchin, S. (2006). *Working with families of the poor*, 2nd ed. New York, NY: Guilford Press. [Full text available online at UT library.]
- Minuchin, S. (1974). *Families and family therapy*. Cambridge, MA: Harvard University. [Full text available online at UT library.]
- Minuchin, S. (1967). *Families of the slums: An exploration of their structure and treatment*. New York, NY: Basic Books. [Available in print at the PCL.]
- Minuchin, S., Lee, W.-Y., & Simon, G. M. (2006). *Mastering family therapy: Journeys of growth and transformation*. Hoboken, NJ: Wiley. [Full text available online at UT library.]
- Minuchin, S., & Fishman, H. C. (1981). *Family Therapy Techniques*. Cambridge, MA: Harvard University Press. [Full text available online at UT library.]
- Nichols, M., & Tafuri, S. (2013). Techniques of structural family assessment: A qualitative analysis of how experts promote a systemic perspective. *Family Process*, 52(2), 207-215. doi:10.1111/famp.12025 [Full text available online at UT library.]
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More to come soon

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