

The University of Texas at Austin
School of Social Work

Course Number:	SW 393R3	Instructor's Name:	Pamela Haynes, MSW, LCSW, DCSW, BCD
Unique number:	64380	Phone:	(512) 249-7049
Semester:	Fall 2013	E-Mail:	phaynes@austin.utexas.edu
Meeting Time/Place and Room:	Thursday 5:30 pm to 8:30 pm 2.118	Office Hours:	By Appointment Room 3.104A from 4:30 pm to 5:30 pm Thursdays

Theories and Methods of Family Intervention

I. Standardized Course Description: Theories and Methods of Family Intervention

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; **(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.

EP2.1.2. Apply social work ethical principles to guide professional practice.

CL/APB2 Refine ability to manage value differences and ethical dilemmas

Objectives 4

Assignment: Family of origin paper & Model paper

EP2.1.4. Engage diversity and difference in practice.

CL/APB4 Utilize needs, values, and strengths in applying appropriate interventions for diverse client systems

Objectives 3

Assignment: Model paper & Role play & assigned readings

EP2.1.6. Engage in research-informed practice and practice-informed research.

CL/APB6 Apply empirically supported evidence to practice

Objectives 5

Assignment: Model paper

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

Assignment: Model paper & Role play

EP2.1.10a. Engagement.

CL/APB10a Integrate theory-based relational skills in all areas of client engagement

Objectives 6

Assignment: Model paper & Role play

EP2.1.10c. Intervention

CL/APB10c Critically apply interventions to design, implement and evaluate effective practice

Objectives 7

Assignment: Model paper, Role play & class discussion

III. Teaching Methods

This class provides opportunities for both theory and skill development. Family practice models will be presented through a combination of lectures, videos, small group exercises, demonstrations of the practice interventions, and class discussions. Each student is expected to contribute from his or her life experiences, readings, classroom and field experiences. In this class the professor uses Blackboard—a Web-based course management system with password-protected access at <http://courses.utexas.edu>—to distribute course materials, to communicate and collaborate online, to post grades, and occasionally to submit assignments. Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

IV. Required Texts

Nichols, Michael P. (2009). *The Essentials of Family Therapy*, (6th ed.) Boston: Pearson. ISBN 978-0-205-24900-8.

Carter, B. & McGoldrick, M. (Eds.) (2011). *The Expanded Family Life Cycle: Individual, Family & Social Perspectives*, (4th ed.) New York: Allyn & Bacon. ISBN 978-0-205-74796-2.

Required readings are listed in the Course Schedule. Copies of the readings can be found on Blackboard under Course Assignments.

V. Course Requirements

The grade for the course will be based on the student's ability to demonstrate (a) knowledge and methods from the major models of family therapy and (b) effective interventions for solving family problems. Grading will be based primarily on total points accrued from each of the three major assignments. However, professional skills, which are embodied in class attendance, punctuality participation, promptness in completing assignments and as well as clear and concise writing skills, will be factored into the final grade.

Other "practical" assignments will be suggested throughout the course. Completing some of these may be used to improve a grade. Class participation is expected and may be reflected in grades.

Written assignments should be typed and **double spaced**. Single space and/or fonts under **12 pt** will incur a penalty (one point per page) as will extra pages. They may be emailed to your instructor on Blackboard or turned in as hardcopy, which is the preferred method. APA (6th Ed) citation style must be used for referenced information.

1. Family of Origin Paper (not to exceed 6 pages):

- 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 at that point in time using the techniques outlined in Carter & McGoldrick. The genogram should reflect in its notation the issues or dominant pattern(s) which are to be addressed in the paper.
- b) Choose an issue from this nodal point in time as a presenting problem. **You need not choose the most difficult time for your family. Begin the paper by clearly describing the issue or presenting problem.** Describe, assess, **identify** and give examples of the family dynamics including family interactions (communication patterns), hierarchy, roles, power and control, emotional triangulations and the multigenerational transmission process. Also address the effects of sibling position, family projection process, nuclear family emotional process and differentiation of self of each family member. Identify the stage of the family life cycle at that time and its effect on family dynamics. Be sure to include the success or lack of success in the family's completion of previous life cycle stages. Please elaborate on theoretical framework (i.e. Bowen, unless you are using another model) that you are using in describing and assessing these family dynamics.
- c) Detail the impact of this assignment on your **self awareness**. What did you learn about yourself as you thought about your own family dynamics? What areas do you need to monitor so that your early family experience does not interfere with the needs of your client family? What experiences and insights did you have that could be useful to understanding client families? To what extent would it be appropriate to share these with your clients?

This can be a difficult assignment. Painful or confusing issues are often revisited. It is important to understand that all families have problems. Family functioning varies greatly over time depending on stressors, individual coping skills, the family life cycle stage, current family interactional patterns and numerous other psycho biosocial factors. All aspects of families can be plotted on a continuum from very functional to very dysfunctional, but the assessment is true only for a specific time and only for a specific issue.

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. This is, however, a scholastic assignment, and should not be considered 'therapy'; therefore, do not choose nodal point that is totally unresolved or excessively painful. If you wish, you may give yourself a pseudonym for this paper. **Going over the page limit, single spacing will be penalized.**

20% (20 points) of your grade

2. Case Study & Role Play:

Step A) Each student will identify a presenting problem or problems in a family he/she has worked with or knows well as the subject of discussion and role play. Pseudonyms should be assigned to each family member in order to preserve confidentiality. However, do not use initials or numbers in lieu of names.

Initially each student will write a **1-2 page paper** (no cover sheet) outlining the following information about the family:

Begin your paper by stating the problem, who requested therapy and how the client sees the problem.

Very briefly include demographics such as marital status, class, ethnic identity, religious / spiritual affiliation, sexual orientation, sex and ages of children, etc. (No more than one or 2 sentences).

A brief description and assessment of the family dynamics including family interactions, hierarchy, roles, power and control, family life cycle issues, triangulations, and parenting styles (nurturing and control axis).

Step B) Each family case in step A will be assigned to one of the 6 main types of family therapy studied in this class. Each student will be asked (a) give a brief description of the family dynamics and (b) to role play as therapist using his/her family case. Other students will be chosen by the presenter to act as members of the family.

40% (40 points) of your grade

3. Family Therapy Model Paper (not to exceed 12 pages):

Each student is to choose a family case that he/she has worked with or knows well as the subject of this paper. **The student may not use the same case as in the previous assignment, unless he/she applies a different model of family therapy to the case.** Pseudonyms should be assigned to each family member in order to preserve confidentiality. However, do not use initials or numbers in lieu of names. Then the family case is to be applied to one of the models of family therapy taught in this class: Structural Family Therapy, Brief Therapy / Strategic Family Therapy, Solution Focused Therapy, Cognitive Behavioral Family Therapy, Narrative Therapy, or Psychoanalytic Family Therapy. Each student is to take the role of therapist in the paper and write as if the therapy had actually occurred.

Step A) Clearly **describe the problem** that brings the family into therapy. Then **briefly** describe family dynamics and take into consideration a) life cycle stage, b) family beliefs, organization, and communication, c) social context, i.e. race/ethnicity, class, and gender.

Step B) (1) Discuss the theoretical basis of the model you have chosen (including its constructs and major assumptions). Then (2) assess the family dynamics **in terms used by this model**. Then (3) with consideration to their specific problems apply your model to this family by: a) using interventions that would be appropriate for this family based on this model. Give techniques that would be used, **identify them** and **demonstrate** how they would apply to this family **specifically by using examples**. Process the model thoroughly **over time**. This means that you must put in the details, step by step, of how you would help a family work through their issues (not just one session). Dialogue is not necessary. However, you will need to state the nature of your questions, the family members' responses and how you would respond to those responses in the language you would use with the family. You must continue this process so that the family's change is thoroughly explained. Include a **rationale** of **each** intervention and the **impact** on the family or a family member for **each intervention. (Minimum of 5)**

Step C) Discuss the therapist's (your) experience with this family relative to a) the impact of the family or family members on the therapist and b) identify any issues that might create internal conflict or counter transference for you as the therapist.

Step D) Assess this model relative to a) research of theory and empirical support for the clinical effectiveness of this model and b) the use of this model with a diverse populations. Be specific and quote studies. Include a bibliography of sources used for this assignment. The paper should be **10-12 pages double spaced** and should adhere to the APA style. You may write this paper in the first or third person. Or you may choose to write the first part in the third person and section C in the first person. Grammar and writing style (expression in a concise and clear manner) will be taken into consideration when calculating the grade. **Going over the page limit, single spacing will be penalized. Also this is a families class. Therefore, all papers must demonstrate working with at least 2 family members (with Brief/Strategic model being the only exception). Failure to do will result in a 10 point penalty.**
Suggestion: write this paper as if the events have actually happened and you are reporting it in the past tense. This is a creative process so you will need to imagine the family members' answers even if you have not worked with them.

40% (40 points) of your grade

VI. Course Grading Criteria

The final course grade will be calculated as follows: Case study and demonstration of Role Play Family of Origin Paper Family Therapy Model Paper	40% 20% 40%	Grading scale: 100 – 94 = A 93 – 90 = A- 89 – 87 = B+ 86 – 84 = B 83 – 80 = B- 79 – 77 = C+ 76 – 74 = C 73 – 70 = C- 69 – 67 = D+ 66 – 64 = D 63 – 60 = D- 59 and below = F
Case study and demonstration of Role Play	Date for Step A case study due First Date for Step B of the case study/role play due	September 5 September 19
Family of Origin Paper	Date Due	September 19
Family Therapy Model Paper	Date Due	November 21
Graduate students must earn a minimum grade of C in the course for credit toward graduation; also, graduate students must maintain an overall 3.0 average.		

VII. Class Policies

Assignments:

Late assignments will not be accepted without penalty. The penalty will be assessed by **subtracting 5 points per day**. Exceptions will be made only in the case of an extreme emergency and with the permission of the instructor to be given **24 hours prior** to the due date.

Professional Conduct in Class:

Students are expected to act like professionals in class. This means arriving at class on time, being prepared to participate in the class discussion, and showing respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment students will be exposed to diverse ideas and opinions, and sometime will not agree with the ideas expressed by others. However, you will be expected to engage one another with respect and professionalism.

Attendance:

Regular and punctual class attendance and class participation is expected. Please notify the professor **in advance** of any anticipated absence. Missing more than one class or leaving class early without prior approval and a valid excuse (such as a medical appointment with documentation) **is cause for reduction in the final grade (generally 3 points per unexcused absence)**.

Confidentiality:

Personal disclosure is not an expectation or a requirement of this course. However, it is appropriate and often helpful for students to reveal personal information during class as it relates to our learning about specific topics. Students are expected to hold these discussions in confidence and adhere to all professional codes of confidentiality concerning this class.

Scholastic dishonesty:

It is expected that the work handed in will be your own. Academic dishonesty violates social work values and will result in referral to the Dean's office and dealt with according to the policies of the University which are as follows: 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/>).

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.

Disabilities:

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. Please notify the professor of any special accommodations that you may need prior to the end of the second week of class. The student should remind the professor of any assignment accommodations no later than five business days before an assignment is due. 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 E-Mail 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 e-mail address. Students should check their e-mail 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 e-mail 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.

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.

Samples:

Occasionally the instructor may ask students for a copy of their papers to use as a sample paper for future students. If asked, the students are under no obligation to agree and may decline without fear of reprisal. If they agree, they will be asked to sign a form indicating that the permission was given freely.

Feedback

During this course the students are encouraged to provide feedback on their learning in informal as well as formal ways, including through anonymous surveys about how the professor's teaching strategies are helping or hindering student learning. It is very important to insure that together the professor and students can create an environment effective for teaching and learning.

Laptops, cell phones, text messaging

The use of laptops, cell phones, and text messaging during class is prohibited. This prohibition includes I-pads and all other electronic devices.

VIII. Course Schedule

Date	Description	Text/Readings
August 29 September 5	Overview & Introduction Class policies Family Systems Theory Family Life Cycle & Genograms & Video Case Study due	Nichols : Chapters 3, 4 & 5 McGoldrick: Chapter 1 Franklin & Jordan: <i>Rapid Assessment in Family Practice</i> Haley: The Family Life Cycle in <i>Uncommon Therapy</i> Nichols & Schwartz: Chapter 5 (Bowen) Bowen's Family Theory in Family Therapy an Overview Integration of Theory in The Practice of Family Therapy
September 12 September 19	Structural Family Therapy Role play Family of Origin Paper due	Nichols: Chapter 7 McGoldrick, Chapters 3 & 4 Minuchin: Chapters 3, 5, 7, & 8 in <i>Families and Family Therapy</i> Minuchin: Chapters 9, 10, 11, 12, 13 and 16 (by Papp) in <i>Family Therapy Techniques</i>
September 26 October 3	Brief Therapy MRI & Strategic Family Therapy Role Play	Nichols: Chapter 2 & 6 McGoldrick, Chapters 5 & 23 Fisch: Patient Position, Case Planning & Interventions in <i>The Tactics of Change</i> Haley: Strategic Therapy in <i>Uncommon Therapy</i> Haley: Conducting the first Interview & Giving Directives from <i>Problem Solving Therapy</i> . O'Hanlon: Paradoxical Interventions in <i>A Brief Guide to Brief Therapy</i> .
October 10	Psychoanalytic Family Therapy	Nichols: Chapter 9 McGoldrick: Chapters 6 & 8 Basham & Miehl: Integration of Object Relations Theory and Trauma Theory in Couples Counseling with

October 17	Role Play	Survivors of Childhood Trauma, Parts 1 & 2 Kissen: "Why Is Marriage So Difficult?" A Psychoanalyst's Perspective.
October 24 October 31	Cognitive Behavioral Family Therapy Role play	Nichols: Chapter 10 McGoldrick: Chapter 11 & 19 Moffitt, Chorpita, & Fernandez: Intensive Cognitive-Behavioral Treatment of School Refusal Behavior Kelly & Iwamasa: Enhancing Behavioral Couple Therapy: Addressing the Therapeutic Alliance, Hope and Diversity
November 7 November 14	Narrative & Video Role play	Nichols: Chapter 13 McGoldrick: Chapter 28 Freedman & Combs: Chapters 1, 3, 4 & 5 in <i>Narrative therapy: The social construction of preferred realities</i>
November 21	Solution Focus Therapy & Video Family Therapy Model Paper due	Nichols: Chapter 11 & 12 McGoldrick, Chapter 24 & 25 Berg: Working with Asian American Clients Walter & Peller: Chapters 4, 5, 6, & 7 in <i>Becoming Solution-Focused in Brief Therapy</i>
November 28	No Class	THANKSGIVING
December 5	Evaluations Role Play	

Reading List

- Basham, K. & Miehl, D.: (1998) Integration of Object Relations Theory and Trauma Theory in Couples Counseling with Survivors of Childhood Trauma, Part I: Theoretical Foundations. *Journal of Analytic Social Work*, 5(3): 51-63.
- Basham, K. & Miehl, D.: (1998) Integration of Object Relations Theory and Trauma Theory in Couples Counseling with Survivors of Childhood Trauma, Part II: Theoretical Foundations. *Journal of Analytic Social Work*, 5(3): 65-78.
- Berg, I. K. & Miller, S.D., (1992). Working with Asian American Clients: One Person at a Time. *Families in Society*, (73)6: 356-363.
- Fisch, R. Weakland, J.H., & Segal, L. (1982) *The Tactics of Change: Doing Therapy Briefly*. San Francisco: Jossey-Bass
- Franklin, C., & Jordan, C. (1999). Rapid Assessment in Family Practice. In *Family practice: Brief systems methods for social work*. Pacific Grove, CA: Brooks/Cole.
- Freedman, J. & Combs, G. (1996). *Narrative Therapy: The Social Construction of Preferred Realities*. New York: Norton

- Goldenberg, I. & Goldenberg, H. (2004). *Family Therapy an Overview*. Brooks/Cole, a division of Thomson Learning, Inc.
- Haley, J., (1991). *Problem Solving Therapy*. San Francisco: Jossey-Bass.
- Haley, J., (1993). *Uncommon Therapy: The Psychiatric Techniques of Milton H. Erickson*. New York: W.W. Norton.
- Hanna, S. & Brown, J. (2004) *The Practice of Family Therapy*. Brooks/Cole, a division of Thomson Learning, Inc.
- Kelly, S. & Iwamasa, G.Y.: (2005) Enhancing Behavioral Couple Therapy: Addressing the Therapeutic Alliance, Hope and Diversity. *Cognitive and Behavioral Practice*. 12(1): 102-112.
- Kissen, M.: "Why Is Marriage So Difficult?" A Psychoanalyst's Perspective. *Journal of Psychoanalytic Social Work*. 10(2): 5-19.
- Lawson, D.M. & Prevatt, F.F. Casebook in Family Therapy. Belmont, CA: Brooks/Cole
- Laszloffy, T.A. (2000). Uncommon Strategies for a common problem: Addressing racism in family therapy. *Family Process*, 39(1), 35-50.
- Moffitt, C. E., Chorpita, B. F. & Fernandez, S.N. : (2003) Intensive Cognitive-Behavioral Treatment of School Refusal Behavior. *Cognitive and Behavioral Practice* 10(1): 51-60.
- Minuchin, S., (1974). *Families and Family Therapy*. (p. 46-66) Cambridge: Harvard University Press.
- Minuchin, S. & Fishman, H.C. (1981). *Family Therapy Techniques*. Cambridge, MA: Harvard University Press.
- O'Hanlon, W. H. (1993). *A Brief Guide to Brief Therapy*. New York
- Walter, J.L. & Peller, J.E. (1992) *Becoming Solution-Focused in Brief Therapy*. New York: Brunner/Mazel.

Required texts

Readings are available on Blackboard.

Bibliography

Students are encouraged to read the literature associated with the Family Therapy model of choice. Some of the materials will be on reserve in the LRC. Other materials can be found at the Perry-Castefñada Library.

Brief Therapy – MRI / Strategic Family Therapy

- Andolfi, M., Angelo, C., Paolo Menghi, & Nicolo-Corigliano, A-M. (1983) *Behind the Family Mask: Therapeutic Change in Rigid Family Systems*. New York: Brunner/Mazel
- Elkin, M. (1984). *Families Under the Influence: Changing Alcoholic Patterns*. New York: W.W. Norton
- Fisch, R. Weakland, J.H., & Segal, L. (1982) *The Tactics of Change: Doing Therapy Briefly*. San Francisco: Jossey-Bass
- Fisch, R. & Schlanger, K. (1999) *Brief Therapy with Intimidating Cases*. San Francisco: Jossey-Bass
- Fraser, J. S. (1995) Process, problems, and solutions in brief therapy. *The Journal of Marital and Family Therapy*, 21(3), 239-256.
- Haley, J. (1973). *Uncommon Therapy: The Psychiatric Techniques of Milton Erickson* (pp. 9-17). New York: W.W. Norton
- Haley, J. (1963). *Strategies of Psychotherapy*. New York: Grune & Stratton.
- Haley, Jay. (1968). *Techniques of family therapy*. New York
- Haley, J., (1981). *Problem Solving Therapy*. San Francisco: Jossey-Bass.
- Haley, Jay. (1984). *Ordeal therapy*. San Francisco
- Madanes, Cloe, (1984) *Behind the One-Way Mirror: Advances in the Practice of Strategic Therapy*. San Francisco: Jossey-Bass
- McGoldrick, M., & Gerson, R (1985). *GENOGRAMS in Family Assessment*. New York: W.W. Norton & Company.

- O'Hanlon, W. H. (1989). *In Search of Solutions : A New Direction in Psychotherapy*. New York
- O'Hanlon, W. H. (1987). *Taproots : Underlying Principles of Milton Erickson's Therapy and Hypnosis*. New York .
- O'Hanlon, W. H. (1993). *A Brief Guide to Brief Therapy*. New York
- Ritterman, M. (1983). *Using Hypnosis in Family Therapy*. San Francisco: Jossey-Bass.

Solution Focused Therapy

- Berg, I. K. (2001). *Tales of Solutions : A Collection of Hope-Inspiring Stories*. New York.
- Berg, I. K. (1994). *Family Based Services : A Solution-Focused Approach*. New York : W.W. Norton
- Berg, I. K. , & Miller, S. D. (1992). *Working with the Problem Drinker: A Solution Focused Approach*, New York: W.W. Norton
- Berg, I. K. & Miller, S.D., (1992). Working with Asian American Clients: One Person at a Time. *Families in Society*, (73)6: 356-363.
- De Shazer, S. (1984). The Death of Resistance. *Family Process*, 23: 11-21.
- De Shazer, S. & Berg, I.K. (1997). 'What Works?' Remarks on Research Aspects of Solution-Focused Brief Therapy. *Journal of Family Therapy* 19(2);121-124.
- De Shazer, S. (1988). *Clues: Investigating Solutions in Brief Therapy*. New York: Norton
- De Shazer, S. (1985). *Keys to Solutions in Brief Therapy*. New York: Norton
- Dielman, M. B. & Franklin, C, (1998). Brief Solution-Focused Therapy with Parents and Adolescents with ADHD. *Social Work in Education* 20(4) 261-268.
- Franklin, C... (et al) eds. (2011) *Solution-Focused Brief Therapy: A handbook of Evidenced-Based Practice*. Oxford University Press
- Miller, G. & de Shazer, S. (2000). Emotions in solution-focused therapy. A re-examination. *Family Process*, 39(1), 5-23
- O'Hanlon, W. H. & Beadle, S. (1997). *A Guide to Possibility Land: Fifty-one Methods for Doing Brief, Respectful Therapy*. New York: W.W. Norton & Company
- O'Hanlon, W. H. (1998). *Even From a Broken Web : Brief, Respectful Solution-Oriented Therapy for Sexual Abuse and Trauma*. New York.
- O'Hanlon, W.H. (1999). *Solution-oriented Therapy for Chronic and Severe Mental Illness*. New York
- O'Hanlon, W. H. (1999). *Evolving Possibilities: Selected Papers of Bill O'Hanlon*. Philadelphia, PA
- O'Hanlon, W. H., & Weiner-Davis, M. (1989). The evolution of psychotherapy: From explanations and problems to solutions. In W. H. O'Hanlon & M. Weiner-Davis *In search of solutions* (pp. 10-25). Needham Heights, MA: Allyn & Bacon.
- Piercy, F.P., Lipchick, E. & Kiser, D.(2000). Commentary: Emotions in solution-focused therapy, *Family Process*, 39(1), 25-28.
- Walter, J.L. & Peller, J.E. (1992) *Becoming Solution-Focused in Brief Therapy*. New York: Brunner/Mazel.
- Walter, John L., (2000). *Recreating brief therapy : preferences and possibilities*. New York

Cognitive Behavioral Therapy

- Beck, A. T. 1976. *Cognitive therapy and emotional disorders*. New York: Harper & Row.
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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 2087

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
7703 13th Street, N.W.
Washington, DC 20012
Practice Guidelines Available on-line
www.aamft.org/
www.psychguides.com