

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

| | | | |
|------------------------------|--|----------------------|--|
| Course Number: | SW 393R3 | Instructor: | Laura Jones-Swann MEd., LCDC |
| Unique Number: | 61985 | E-mail: | lalaswann@gmail.com |
| Semester: | Fall 2011 | Phone: | (512) 775-4210 (cell) |
| Meeting Day and Time: | Tuesdays 11:30 AM – 2:30 PM | Office: | 3.108 |
| Meeting Place: | 2.118 | Office Hours: | Tuesdays: before and after class and scheduled appointments |

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/APB7)
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/APB7)
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/APB4)

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/APB2)
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 manifestations of diversity (CL/APB6)
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/APB10a)
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

Assignment: Family-of-origin paper; Role-Play and role-play paper; case management evaluation; in-class family therapy exercises 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

Assignment: Role-play, role-play paper; diversity group discussion; mid-term and 2nd exam; in-class videos.

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

CL/APB6 Apply empirically supported evidence to practice

Objectives 5

Assignment: Role-play paper; mid-term; class discussion 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

Assignment: Informed class discussion; case management evaluation; Family-of-origin paper, role-play.

EP 2.1.10a. Engagement.

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

Objectives 6

Assignment: role-play; role-play paper; case management evaluation; 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

Assignment: 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 both theory and skill development. Five family practice models will be presented through a combination of lectures, videos, small group exercises, demonstrations of the practice interventions, and class discussions. Lectures will focus on the tenets and significant concepts of each model. Reading assignments, videos, small group exercises and demonstrations of the practice interventions will focus on application of the model to life cycle events, e.g. adolescence and elderly as well as to diverse populations, e.g. same sex relationships and Latino families. 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. REQUIRED TEXTS

Nichols, M. & Schwartz, R.C. (2008). *Essentials of Family Therapy*. (5th Ed). Boston: Allyn & Bacon.

Lawson, D.M. & Prevatt, F.F. (Eds) (1999). *Casebook in Family Therapy*. Belmont: CA: Brooks/Cole.

OPTIONAL TEXTS

McGoldrick, M., Giordano, J., & Pearce, J.K., (2005). *Ethnicity and Family Therapy* (3rd Ed). New York: Guilford Press.

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 (ie, class readings, informed discussion, and experiential exercises.)

- | | | |
|--|------------------------|-------------|
| 1. <u>Family of Origin (FOO) Paper (5-8 pages):</u> | <u>Due 9/27</u> | 20 % |
|--|------------------------|-------------|

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

- A. **Genogram:** Each student will choose an event or issue in his/her family of origin and construct a **three-generational genogram** that depicts the family relationships and environmental stressors (ie, unemployment, illness, drug abuse, etc) at the time the issue occurred. The hand-outs posted on BB- *Standard Symbols for Genograms* and *Questions to Help Construct and Interpret Your Genogram* will help guide you through the assignment. The genogram should

reflect both sides of the family and notation of the issues or dominant pattern(s) discussed in the interview (**described below).

- B. **Presenting Problem:** Choose an issue or event as your “presenting problem” and conduct a 3-4 page (double-spaced) Bowen-type interview with yourself as an adult. The interview will resemble a script from a play, and would look something like this;

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 the issue in 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 cut-off” 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 cut-off in your genogram.

- C. **Self Awareness:** Describe in 2-3 pages 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 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!*
Total length of parts B and C will be 5-7 pages.

Please Note: This assignment is sometimes difficult to complete. Issues may arise that cause thoughtfulness, pain or questioning. Please remember that all families have problems. This is central to our human condition. One of the goals 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. The information contained in this paper will be kept confidential -- no one will read this paper except for me.

2. **Role-Play Paper**

35%

Role-Play and Family Model Paper: (9-10 pages total)

Due Dates—

Bowen and Structural October 18

Experiential/Humanistic November 15

Johnson Intervention November 29

Each student will choose a family therapy model and conduct a role-play family during class. Each group will be given a vignette to follow. Role-play experiences will incorporate different family structures with attention to marital status, class, ethnic background, religion/spirituality, sexual orientation and other manifestations of diversity. The student is expected to try out the concepts associated with the particular model of therapy. The students will write a paper about their family role-play experience that addresses the following topics:

- 1) Description and analysis of the family relative to:** 1) life cycle stage; 2) family beliefs, organization, and communication; 3) social context, i.e. race/ethnicity, class, religion, gender, etc); and 4) problem/stressor(s) being addressed.
- 2) Application of the family therapy model relative to:** 1) tenets and constructs of the model; 2) 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 3) 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? Would some other family therapy model work better, and if so, give a specific rationale for why this would be the case?
- 3) How did you feel about being in this role-play?** This would include how you felt about: 1) the impact of the family and family members on you during the interview and vice versa; and 2) 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 research and empirical support:** How does the research support the clinical effectiveness of this model? Also consider the research with this model in regard to specific populations. Include possible *public policy considerations* (national, state or local) that might impact the issue(s) in question.
- 5) Include citations:** to relevant literature in this assignment (both used in preparation for the role-play, as well in writing the paper). Include a *reference list of sources* used for this assignment.
- 6) The paper should adhere to APA style, 5th edition:** citation and reference style, and have been *carefully edited* for organization, spelling, grammar, punctuation, and clarity of thought. Sections (1),(2) and (4) should be written in the third person.

| | | | |
|----|---------------------------|---------------------------------|---------------------------|
| 3. | Two in Class Exams | October 18th | 15% of total grade |
| | | November 29th | 15% of total grade |

Two in-class exams will given, one at mid-term and one at the end of the semester. The mid-term exam will cover all material from August 29th through October 18th. The end-of-the-semester exam will cover all material from October 25th through November 29th. Exam questions will include multiple-choice, true/false, and essay questions.

4. **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.

VI. COURSE GRADING CRITERIA

| | |
|----------------------------------|------------|
| Family of Origin Paper | 20 % |
| Role play & Family Therapy Paper | 35% |
| In-class exams (2) (15% each) | 30% |
| Class Participation | <u>15%</u> |
| TOTAL | 100% |

VII. GRADING SCALE (University-wide):

- 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

Graduate students must earn a minimum grade of C in the course for credit; also graduate students must maintain an overall B average.

VII. CLASS POLICIES

Required UT University 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 profession.

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/>).

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 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.

Policies Specific to This Class:

1) It is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Class attendance and participation is expected, as is handing in assignments on time. Role 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. Except in case of extreme emergencies, and then only with the permission of the professor, late assignments will not be accepted without penalty. Students are expected to turn in all required assignments on the agreed upon due date at the beginning of class. *Students will lose 5 points for each day that an assignment is late, except in very extenuating circumstances*

2) 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.

3) 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 if they desire.

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

Course Schedule

| Date | Description | Text/Readings |
|-------------|---|--|
| August 29 | <p>Overview & Introduction</p> <p>Genograms</p> <p>Cultural note</p> <p>Assessment in Family Therapy</p> <p>King's Speech-watch and answer questions prior to 9/15</p> <p>An important quiz</p> <p>General Review</p> <p>Choose Family Role-Play Groups</p> | <p>Syllabus</p> <p>“Standard Symbols for Genograms” and “Questions to Help You Construct and Interpret Your Genogram.” Posted on Blackboard</p> <p>Franklin & Jordan: “Rapid Assessment in Family Practice”</p> <p>Questions posted on Blackboard</p> <p>General info and Nichols & Schwartz: Chapters 3 & 4</p> |
| Sept. 6 | <p>Rapid Assessment discussion</p> <p>Healthy Families</p> <p>Family/Individual balance assessment</p> <p>Tools in Family Therapy</p> | <p>Franklin & Jordan: “Rapid Assessment in Family Practice” and “Family Assessment Intergenerational History” Posted on Blackboard</p> <p>Class lecture and discussion</p> <p>Class discussion</p> |
| Sept. 15 | <p>Bowen Family Therapy *instruction</p> <p>Discussion-King's Speech questions</p> <p>“Story of Us” video</p> | <p>Nichols & Schwartz, Chapter 5 (Bowen Family Therapy)</p> |

| | | |
|----------|---|---|
| Sept. 20 | Bowen Family Therapy Role Play Role Play questions/discussion | |
| Sept. 27 | Structural Family Therapy *instruction Structural Family Therapy video/discussion **FOO Paper due | Nichols & Schwartz: Chapter 7 Lawson & Prevatt Chapter 5 |
| Oct. 4 | Structural Family Therapy Role play Role Play questions/discussion | |
| Oct. 11 | Family Secrets Media and the family (groups and questions) | Family Secrets videos X 2 |
| Oct 18 | Test 1 **Bowen and Structural Role Play Family model Paper due | |
| Oct. 25 | Experiential & Humanistic Family Therapy *instruction Experiential/Humanistic Family Therapy video/discussion | Nichols & Schwartz: Chapter 8 Lawson & Prevatt Chapter 7 |

| | | |
|---------|--|---|
| Nov 1 | <p>Experiential/Humanistic Family Therapy Role play</p> <p>Role Play questions/discussion</p> | |
| Nov. 8 | <p>Psycho-educational Family Therapy</p> <p>Media and the family</p> | <p>Lawson & Prevatt Chapter 13</p> <p>In class discussion</p> |
| Nov 15 | <p>Johnson Family Intervention *instruction</p> <p>Johnson Family Therapy video/discussion</p> <p>** Experiential/Humanistic Role Play Family model Paper due</p> | |
| Nov. 22 | <p>Johnson Family Therapy Role play</p> <p>Role Play questions/discussion</p> | |
| Nov. 29 | <p>Evaluations & Wrapping up</p> <p>Test 2</p> <p>**Johnson Role Play Family model Paper due</p> | |
| | | |

Bibliography

Students should read and become familiar with the literature associated with the Family Therapy Model of choice.

Directions for Books:

Books are at the Perry-Casteñada Library on a 24-hour reserve.

Directions for Book Chapters:

The books that contain book chapters, are located at Perry-Casteñada Library on a 24-hour reserve.

Directions for Journal Articles:

Journal articles can be retrieved from the journals directly. Some of the journals are in the LRC and some are at PCL. Some of the journal articles are available on the web via UT Libraries. Some of the books are easily found through Amazon.

Bowen Family Systems Model

Butler, John F. (2008). The Family Diagram and Genogram: Comparisons and Contrasts. *American Journal of Family Therapy* May2008, Vol. 36 Issue 3, p169-180

Brown, Jenny. (2008). We Don't Need Your Help, But Will You Please Fix Our Children. *Australian & New Zealand Journal of Family Therapy* Jun2008, Vol. 29 Issue 2, p61-69

Chung, Hyejeong, Gale, Jerry. (2006). Comparing Self-differentiation and Psychological Well-being between Korean and European American Students. *Contemporary Family Therapy: An International Journal* Sep2006, Vol. 28 Issue 3, p367-381

Guerin, P. (1976). *Family Therapy: Theory and Practice*. New York: Gardner Press. [RC 488.5 F35](#) 3 copies

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

Brown, J. (1999). Bowen Family Systems Theory and Practice: Illustration and Critique. *The Australian and New Zealand Journal of Family Therapy* 20(2): 94-103

McGill, D. W. (1992). The Cultural Story in Multicultural Family Therapy. *Families in Society* 73(6):339-349

Lerner, H. G. (1993). *The Dance of Deception: Pretending and Truth-Telling in Women's Lives*. New York [HQ 1206 L445 1993](#)

Papero, D.V. (1990). *Bowen Family Systems Theory*. New York: Allyn & Bacon. [RC 488.5 P35 1990](#)

Kerr, M.E. (1988). *Family Evaluation: An Approach Based on Bowen Theory*. New York: Norton. [RC 488.5 K48 1988](#) –3 copies

Bowen, M. (1978). *Family Therapy in Clinical Practice*. New York: J. Aronson. [RC 488.5 B67](#) 3 copies

Titelman. P. (Ed.) (1998). *Clinical Applications of Bowen Family Systems Theory*. New York: Haworth Press. [RC 488.5 C583 1998](#)

Hall, M.C. (1981). *The Bowen family theory and its uses*. New York: J. Aronson. [HQ 728 H344](#)

Titelman. P. (Ed.) (2003). *Emotional Cutoff: Bowen Family Systems Theory Perspectives*. New York: Haworth Press. [RC 488.5 E47 2003](#)

Hill, Wayne E., Hasty, Cathy, Moore, Carol 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 Mar2011, Vol. 32 Issue 1, p43-57*

Nims, Donald R., Duba, Jill D. (2011). Using Play Therapy Techniques in a Bowenian Theoretical Context. *Family Journal Jan2011, Vol. 19 Issue 1, p83-89*

Klever, Phillip. (2009). Goal Direction and Effectiveness, Emotional Maturity, and Nuclear Family Functioning. *Journal of Marital & Family Therapy Jul2009, Vol. 35 Issue 3, p308-324*

Structural Family Therapy

Minuchin,S. (1974). *Families and Family Therapy*. Cambridge: Harvard University Press. [RC 488.5 M55](#) 3 copies

Gelles, Richard J., Peter E. Maynard. (1987) A Structural Family Systems Approach to Intervention in Cases of Family Violence. *Family Relations, Vol. 36, No. 3 pp. 270-275*

Carter, David (2011). Case Study: A Structural Model for Schizophrenia and Family Collaboration. *Clinical Case Studies 04/01/2011, Vol. 10 Issue 2, p147-158*.

Ramisch, Julie L., Melissa McVicker, Seda Z. Sahin. (2009). Helping Low-Conflict Divorced Parents Establish Appropriate Boundaries Using a Variation of the Miracle Question: An Integration of Solution-Focused Therapy and Structural Family Therapy. *Journal of Divorce & Remarriage Oct2009, Vol. 50 Issue 7, p481-495*

- Minuchin, S. (2007). *Assessing Families and Couples: From Symptom to System*. Boston: Pearson Allyn & Bacon. [RC 488.5 M54 2007](#)
- Minuchin, S. (1967). *Families of the Slums; An Exploration of Their Structure and Treatment*. New York: Basic Books. [RC 488.5 F3 2 copies](#)
- Minuchin, P., Colapinto, J. & Minuchin, S. (2007). *Working With Families of the Poor*. New York: Guilford Press. [HV 697 M55 2007](#)
- Minuchin, S. & Fishman, H.C. (1981). *Family Therapy Techniques*. Cambridge, MA: Harvard University Press. [RC 488.5 M56 2 copies](#)
- Minuchin, S. (1986). *Family Kaleidoscope*. Cambridge, MA: Harvard University Press. [RC 488.5 M557 1984](#)
- Minuchin, S. (2006). *Mastering Family Therapy: Journeys of Growth and Transformation*. Hoboken, NJ: J. Wiley. [RC 488 M56 2006](#)
- Minuchin, S., Rosman, B.I., & Baker, I., (1978). *Psychosomatic Families: Anorexia Nervosa in Context*. Cambridge, MA: Harvard University Press. [RC 552 A5 M56](#)
- Fishman, C.H. & Rosman, B. (1986). *Evolving Models for Family Change: A Volume in Honor of Salvatore Minuchin*. New York: Guilford. [RC 488.5 E96 1986](#)
- Umbarger, C. (1983). *Structural Family Therapy*. New York: Grune & Stratton. [RC 488.5 U49 1983](#)
- Greenan, D.E. & Tunnell, G. (2003). *Couple Therapy With Gay Men*. New York: Guilford. [RC 558 G745 2003](#)
- Fishman, C. (2004). *Enduring Change in Eating Disorders: Interventions with Long Term Results*. Available electronically.
- Szapocznik, J., Rio, A., Murray, E., Cogen, R., Scopetta, M., Rivas-Vazquez, A., Hervis, O., Posada, V., and Kurtines, W. (1989). Structural Family Versus Psychodynamic Child Therapy for Problematic Hispanic Boys. *Journal of Consulting and Clinical Psychology* 57: 571-578
- Abelsohn, D. & Saayman, G.S. (1991). Adolescent Adjustment to Parental Divorce: An Investigation from the Perspective of Basic Dimensions of Structural Family Therapy Theory. *Family Process* 30(2):177-191

Cannon, Edward, Marielle, Levy. (2008). Substance-Using Hispanic Youth and Their Families: Review of Engagement and Treatment Strategies. *Family Journal Jul2008, Vol. 16 Issue 3, p199-20*

Walsh, J.E. (2003). *Does Structural Family Therapy Really Change the Family? An Examination of Process Variables*. Available electronically.

Existential Family Therapy (also called Experiential, Humanistic, & Emotion-Focused)

Brubacher, Lorrie (2006). Integrating emotion-focused therapy with the Satir model. *Journal of Marital & Family Therapy Apr2006, Vol. 32 Issue 2, p141-153*

Thompson, Sanna, J., Kimberly Bender, Liliane C. Windsor and Patrick M. Flynn. (2009). Keeping Families Engaged: The Effects of Home-Based Family Therapy Enhanced with Experiential Activities. *Social Work Research Jun2009, Vol. 33 Issue 2, p121-126*

Simon, R. (1989). Reaching out to life: An interview with Virginia Satir. *The Family Therapy Networker 13(1): 36-43*. (this article is on reserve in the LRC)

Whitaker, C.A. & Keith, D.V. (1981). Symbolic-Experiential Family Therapy. In A. Gurman & D.P. Kniskern (Eds.) *Handbook of Family Therapy*. New York: Brunner/Mazel. [RC 488.5 H33](#)

Satir, V. & Baldwin, M. (1983). *Satir Step by Step: A Guide to Creating Change in Families*. Palo Alto: Science and Behavior Books. [RC 488.5 S245 1983](#)

Satir, V. (1983). *Conjoint Family Therapy*. (3rd ed.) . Palo Alto: Science and Behavior Books. (1964) [RC 488 S2 1983](#) 2 copies (1967) [RC 488.5 S2 1967](#)

Satir, V. (1976). *Helping Families to Change*. New York: J. Aronson. [RC 488.5 S23](#) 2 copies.

Bandler, R, Grinder, J & Satir, V. (1976). *Changing With Families: A Book About Further Education for Being Human*. Palo Alto, CA: Science & Behavioral Books. [RC 488.5 C5 V.1](#)

Keith, D.V & Prosky, P.S. (2003). *Family Therapy as an Alternative to Medication. An Appraisal of Pharmland*. New York: Brunner Routledge. [RC 488.5 F33424 2003](#)

Greenberg, L., Watson, J.C. & Lietaer, G. (Eds.) (1998). *Handbook of Experiential Psychotherapy*. New York: Guilford Press. [RC 489 E96 H36 1998](#)

Whitaker, C.A. (2004). *Dancing with the Family: A Symbolic Experiential Approach*. London: Brunner Routledge. Available electronically.

Watson, J. (2007). *Case Studies in Emotion Focused Treatment of Depression: A Comparison of Good and Poor Outcome*. Washington D.C; American Psychological Association. [RC 537 W288 2007](#)

Greenberg, L. (2005). *Emotion-Focused Treatment for Depression*. Washington D.C; American Psychological Association. [RC 537 G723 2005](#)

Greenberg, L (1987) *Emotion in Psychotherapy: Affect, Cognition and the Process of Change*. New York: Guilford Press. [RC 480.5 G69 1987](#)

Greenberg, L. (1988). *Emotionally Focused Therapy for Couples*. New York: Guilford Press. [RC 488.5 G7 1988](#)

Johnson, S. M. & Greenberg, L. (Eds.) (1994). *The Heart of the Matter: Perspectives of Emotion in Marital Therapy*. New York: Brunner Mazel. [RC 488.5 H42 1994](#)

Cain, D.J. & Seeman, J. (2001). *Humanistic Psychotherapies: Handbook of Research and Practice*. Washington, D.C.: American Psychological Association. [RC 480.5 H83 2002](#)

Johnson Intervention Family Therapy

Johnson, Vernon E. (1986). *Intervention: How to Help Someone Who Doesn't Want Help*. Johnson Institute. (Easy to find and/or look at on Amazon).

Jay, Jeff and Debra Jay. (2000). *Love First: A New Approach to Intervention for Alcohol and Drug Addiction*. Hazelden Institute. (Easy to find and/or look at on Amazon).

Tourmbourou, J. W. (2007). Interventions to reduce harm associated with adolescent substance use. *Lancet* 4/21/2007, Vol. 369 Issue 9570, p1391-1401

Carey, Joseph. (2011). If you don't mind me asking?: brief intervention and screening of drug use. *Australian Nursing Journal* Jul2011, Vol. 19 Issue 1, p46-47

Wain, RM., (2011). Motivational interview improves treatment entry in homeless veterans. *Drug and Alcohol Dependence* 115 (1-2): 113-119 May 1 201.

Carroll, K. M., Libby B., Sheehan J., Hyland, N. (2001). Motivational Interviewing to enhance treatment initiation in substance abuse. *American Journal on Addiction*, 10, 335-339

Connors, G. J., Donovan, D. M., & DiClemente, C.C. (2001). *Substance Abuse Treatment and the Stages of Change: Selecting and Planning Intervention*. New York: Guildford Press. (Easy to find and/or look at on Amazon).

Miller, N. R. & Rollnick, S. (1991). *Motivational Interviewing Preparing People to change Addictive Behavior*. New York: Guildford Press. (Easy to find and/or look at on Amazon).

Prochaska, J. O., DiClemente, C. C., & Norcross, J. C., (1992). In search of how people change: applied to addictive behaviors. *American Psychologist*, 47, 1102-1114

Rogers, R. L., & McMillian, C. S. (1989). *Don't Help: A positive Guide to working with the Alcoholic*. New York: Bantam.

Finnigan, Cindy & Sean Finnigan (2008). *When Enough is Enough: A Comprehensive Guide to Successful Intervention*. New York: Penguin Group. (Easy to find and/or look at on Amazon).