

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

<b>Course Number:</b>	SW 393R3	<b>Instructor:</b>	Mercedes Hernandez, PhD, LCSW
<b>Unique Number:</b>	61710	<b>Email:</b>	mercedeh@utexas.edu
<b>Semester:</b>	Fall 2021	<b>Office:</b>	3.106F
<b>Meeting Time/Place:</b>	Mondays 5:30pm – 8:30pm SSW 2.122	<b>Office Phone:</b>	512-471-8189
		<b>Office Hours:</b>	Before or after class Other time by appointment

**Theories and Methods of Family Intervention**

**I. STANDARDIZED COURSE DESCRIPTION**

This course is designed to provide you 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**

The Theories and Methods of Family Intervention course (SW 393R3) will:

1. Compare various theoretical approaches to working with the family as a system, including understanding the impact of the ecological and social environments in which diverse families live;
2. Demonstrate understanding of similarities and differences among theories and critically assess their theoretical perspectives, value bases, and the role of gender in family dynamics;
3. Integrate and demonstrate the differential application of procedures, techniques, and methods of family intervention models that reflect best practices for problem areas or helping diverse client groups;
4. Select theories, models, and interventions and then critically evaluate and analyze these approaches as to their effectiveness in given situations. This includes: (a) the adequacy of the research and knowledge base; (b) the range of applicability; and (c) the value and ethical issues, including the student's own value system;
5. Apply knowledge of the impact of policy and social justice issues to interventions with families of diverse cultures, socioeconomic backgrounds, race/ethnicity, sexual orientation, family structure, national origin, ability, or other manifestation of diversity;
6. Demonstrate skill in using family therapy theory to assess family dysfunction in the context of the larger community and target systems within and outside the family for change;
7. Implement and evaluate the effectiveness of family interventions.

**III. TEACHING METHODS**

Class format is both didactic and interactive. Family practice models will be presented through a combination of lectures, demonstrations of practice interventions, experiential skill-building

exercises, and class discussions integrating the course readings. The combination of these approaches will provide opportunity for theory and skill development in family practice.

#### **IV. REQUIRED TEXT AND MATERIALS**

- Nichols, M. P. & Davis, S. (2021). Family therapy: Concepts and methods. (12th ed.). New York, NY: Pearson.
- All additional readings are available on Canvas.

#### **Recommended**

- Gehart, D. (2018). Mastering competencies in family therapy: A practical approach to theories and clinical case conceptualization. (3<sup>rd</sup> ed.) Pacific Grove, CA: Cengage Learning.

#### **V. COURSE REQUIREMENTS**

The grade for the course will be based on your ability to demonstrate knowledge and apply methods from the models of family therapy presented in class. Class attendance, participation, and promptness in completing assignments are considered when assigning the grade. This is a professional practice class and each student is expected to demonstrate behavior that meets the criteria of the National Association of Social Workers code of ethics and meets the standards for professional practice of social work.

#### **Assignment 1 – Family of Origin Analysis Paper**

Knowledge of one’s own family dynamics helps clinicians better understand clients and their relationships; it also helps us be more attuned to our preconceptions, judgments, and vulnerabilities derived from our early family experiences. This paper should be 4-6 pages. I will provide a detailed guideline for the paper.

#### **Assignment 2 – Family Therapy Group Project**

This is a group project that requires the application of a family therapy approach to a type of family problem. The project will also include a role play with your group to demonstrate a family therapy technique. I will provide a detailed guideline for the assignment.

#### **Exam**

The take home exam will consist of family case studies and will focus on application of family theories from the textbook, readings, and class sessions.

#### **Discussion Board**

You will present your critical analysis of weekly readings and session videos/recordings using the discussion board on Canvas to facilitate this process.

## Class Participation

Class participation grade includes attendance, punctuality, and informed class discussion. Preparation includes completing readings and assignments by due dates and coming to class prepared to discuss them, and “being present” and involved in activities and discussions.

Assignment	Date Due	Points
Family of Origin Analysis Paper	10/8	25
Family Therapy Group Project	Depends on choice of theory	25
Exam	12/8	30
Discussion Board	Weekly on Canvas	10
Class Participation	Ongoing	10

## VI. GRADES

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

## VII. CLASS POLICIES

1. You are expected to read the assigned readings (some students use study groups), attend each class meeting, remain in class for the duration of the session, contribute to class discussions, and participate in skill-building exercises. Failure to attend class regularly (missing more than two class sessions) may result in a lower grade for the course, at the instructor’s discretion. As soon as you know that you will not be able to attend class, you should e-mail or call the instructor.
2. You are encouraged to fully participate in class, especially if you do not understand the material. This course should be a fully interactive one. No question will be regarded as insignificant by the instructor. However, the instructor will reserve the prerogative of asking students to meet separately if discussion or questioning is so extensive that it infringes on the topics that other students need to have covered. The classroom should be an open forum for the liberal exchange of differences of opinion and for discussion of these different perspectives, and for promoting understanding.

3. No late assignments will be accepted except in extreme emergencies and then only with permission of the instructor. If you are in an emergency situation you should contact the instructor and negotiate a new due date. All late assignments will be assessed point penalties at a rate of 5 points a day.
4. The School of Social Work uniformly requires APA editorial style as the standard format for all written assignments. Details of APA style are included in the Publication Manual of the American Psychological Association. Information on APA style and format can be found at the Learning Resource Center (LRC) in the School of Social Work and on the UT library website. Another excellent source is Purdue University's Online Writing Lab (OWL). Appropriate referencing is required. Failure to use quotation marks for direct quotes or citations for indirect quotations and/or others' ideas constitutes plagiarism and may result in receiving no credit for the assignment.
5. You should be especially careful not to contribute unwittingly to myths about mental illness and disability in the conduct of practice, research, interpretation of data, and use of terms. The integrity of persons being addressed should be maintained by avoiding language that pathologizes or equates persons with the conditions they have (such as "a schizophrenic," "a borderline," "addicts," "epileptics," or "the disabled") or language that implies that the person as a whole is disordered or disabled, as in the expression "chronics," "psychotics," or "disabled persons." Terms are preferred that preserve the integrity of the person, as in "persons [or people] with disabilities," "a person diagnosed with schizophrenia." Terms conveying negative overtones should be replaced with more neutral expressions. For example, instead of "confined to a wheelchair," state "uses a wheelchair."
6. Course Modifications: Any modifications, amendments, or changes to the syllabus and/or assignments are at the discretion of the instructor. Changes will be announced in class. It is the responsibility of the student to inquire about any changes that might have been made in their absence; all changes will be published on Canvas.

## VIII. UNIVERSITY POLICIES

**COVID-19 RELATED INFORMATION.** The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

**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.

**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). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations

no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

**PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM.** The professor expects students to act as 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. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also 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. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

**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 professor. The professor 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 may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

**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 (e.g., Facebook, Twitter, Instagram) and other forms of electronic communication (e.g., blogs) 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://deanofstudents.utexas.edu/sjs/>.

**USE OF COURSE MATERIALS.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor 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 sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

**CLASSROOM CONFIDENTIALITY.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

**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 for keeping the university informed about a change of 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>.

**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, examination, work assignment, or 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.

**TITLE IX REPORTING.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free

from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

**CAMPUS CARRY POLICY.** The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

**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 and COVID-19 ADVICE LINE (BCCAL).** If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. This service is provided through a partnership between 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 <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

**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 in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering 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 are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

## IX. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings
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<p><b>Unit 1</b> <b>8/30/21</b></p>	<ul style="list-style-type: none"> <li>• Introduction <ul style="list-style-type: none"> <li>○ The advent of family therapy</li> <li>○ Treatment of problems in the context of family</li> <li>○ Differences between individual and family modalities</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ Nichols &amp; Davis, Chps 1 &amp; 3</li> <li>○ Review syllabus &amp; assignments</li> </ul> </li> <li>• <b>Recommended:</b> <ul style="list-style-type: none"> <li>○ Nichols &amp; Davis, Ch 15</li> <li>○ Walsh, 2016, Ch 2</li> </ul> </li> </ul>
<p><b>9/6/21</b></p>	<p>Holiday</p>		
<p><b>Unit 2</b> <b>9/13/21</b></p>	<p>Socio contextual factors and family practice implications</p>		<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ Falicov, 2020</li> <li>○ Kelly, 2020</li> <li>○ McDowell, 2019</li> </ul> </li> </ul>
<p><b>Unit 3</b> <b>9/20/21</b></p>	<p>Systems Theory</p>		<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ Nichols &amp; Davis, Ch 2</li> <li>○ Child-Parent dyad session audio</li> </ul> </li> <li>• <b>Recommended:</b> <ul style="list-style-type: none"> <li>○ Walsh, 2016, Ch 1</li> </ul> </li> </ul>
<p><b>Unit 4</b> <b>9/27/21</b></p>	<p>Bowen Family Systems I</p>		<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ Nichols &amp; Davis, Ch 4</li> <li>○ Bowen session video</li> </ul> </li> <li>• <b>Recommended:</b> <ul style="list-style-type: none"> <li>○ Bowen, 1966</li> <li>○ Hardy, 1995</li> <li>○ McDowell, 2018, Ch 8</li> <li>○ McGoldrick, Gerson, et al, 2008</li> <li>○ McGoldrick &amp; Hardy, 2008</li> </ul> </li> </ul>

<p><b>Unit 5</b> <b>10/4/21</b></p>	<p>Bowen Family Systems II</p>	<p><b>Assignment 1</b> Due 10/8 by 11:59pm</p>	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ Ballard, 2016</li> <li>○ Falicov, 1983</li> <li>○ Walsh, 2016, appendix 2</li> </ul> </li> <li>• <b>Recommended:</b> <ul style="list-style-type: none"> <li>○ Bowen, 1966</li> <li>○ Hardy, 1995</li> <li>○ McDowell, 2018, Ch 8</li> <li>○ McGoldrick, Gerson, et al, 2008</li> <li>○ McGoldrick &amp; Hardy, 2008</li> </ul> </li> </ul>
<p><b>Unit 6</b> <b>10/11/21</b></p>	<p>Structural Family Therapy I</p>		<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ Nichols &amp; Davis, Ch 6</li> <li>○ Structural session video</li> </ul> </li> <li>• <b>Recommended:</b> <ul style="list-style-type: none"> <li>○ McDowell, 2018, Ch 4</li> <li>○ Radohl, 2011</li> </ul> </li> </ul>
<p><b>Unit 7</b> <b>10/18/21</b></p>	<p>Structural Family Therapy II</p>	<p><b>Group 1 Presentation</b></p>	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ Tadros, 2018</li> <li>○ Williams, 2016</li> </ul> </li> <li>• <b>Recommended:</b> <ul style="list-style-type: none"> <li>○ McDowell, 2018, Ch 4</li> <li>○ Radohl, 2011</li> </ul> </li> </ul>
<p><b>Unit 8</b> <b>10/25/21</b></p>	<p>Cognitive-Behavioral Family Therapy I</p>		<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ Nichols &amp; Davis, Ch 9</li> <li>○ Cognitive-Behavioral session video</li> </ul> </li> <li>• <b>Recommended:</b> <ul style="list-style-type: none"> <li>○ Addis, 2001</li> <li>○ Bullard, 2010</li> <li>○ Domenech Rodriguez, 2011</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Fallon, 2015</li> <li>○ Martinez, 2005</li> <li>○ McDowell, 2018, Ch 10</li> <li>○ McFarlane, 2002, 2003, 2016</li> <li>○ Powers, 2008</li> <li>○ Telles, 1995</li> </ul>
<b>Unit 9</b> <b>11/1/21</b>	<p>Cognitive-Behavioral Family Therapy II</p> <ul style="list-style-type: none"> <li>○ Family psychoeducation</li> </ul>	<b>Group 2</b> <b>Presentation</b>	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ Barrio, 2010</li> <li>○ Lau, 2011</li> </ul> </li> <li>• <b>Recommended:</b> <ul style="list-style-type: none"> <li>○ Addis, 2001</li> <li>○ Bullard, 2010</li> <li>○ Domenech Rodriguez, 2011</li> <li>○ Fallon, 2015</li> <li>○ Martinez, 2005</li> <li>○ McDowell, 2018, Ch 10</li> <li>○ McFarlane, 2002, 2003, 2016</li> <li>○ Powers, 2008</li> <li>○ Telles, 1995</li> </ul> </li> </ul>
<b>Unit 10</b> <b>11/8/21</b>	Solution-Focused Therapy I		<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ Nichols &amp; Davis, Ch 12</li> <li>○ Solution Focused session video</li> </ul> </li> <li>• <b>Recommended:</b> <ul style="list-style-type: none"> <li>○ Franklin, 2015</li> <li>○ Iveson, 2002</li> <li>○ McDowell, 2018, Ch 11</li> </ul> </li> </ul>
<b>Unit 11</b> <b>11/15/21</b>	Solution-Focused Therapy II	<b>Group 3</b> <b>Presentation</b>	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ Burns, 2016</li> <li>○ Choi, 2015</li> </ul> </li> <li>• <b>Recommended:</b> <ul style="list-style-type: none"> <li>○ Franklin, 2015</li> <li>○ Iveson, 2002</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ McDowell, 2018, Ch 11</li> </ul>
<b>Unit 12</b> <b>11/22/21</b>	Narrative Family Therapy I	Take home Exam Posted	<ul style="list-style-type: none"> <li>● <b>Required:</b> <ul style="list-style-type: none"> <li>○ Nichols &amp; Davis, Ch 13</li> <li>○ Narrative session video</li> </ul> </li> <li>● <b>Recommended:</b> <ul style="list-style-type: none"> <li>○ DeMille, 2017</li> <li>○ McDowell, 2018, Ch 13</li> <li>○ Minuchin, 1998</li> </ul> </li> </ul>
<b>Unit 13</b> <b>11/29/21</b>	Narrative Family Therapy II	<b>Group 4 Presentation</b>	<ul style="list-style-type: none"> <li>● <b>Required:</b> <ul style="list-style-type: none"> <li>○ Butera-Prinzi, 2014</li> <li>○ Hedtke, 2014</li> </ul> </li> <li>● <b>Recommended:</b> <ul style="list-style-type: none"> <li>○ DeMille, 2017</li> <li>○ McDowell, 2018, Ch 13</li> <li>○ Minuchin, 1998</li> </ul> </li> </ul>
<b>Unit 14</b> <b>12/6/21</b>	Integration of Models Wrap-up	<b>Take home Exam</b> Due 12/8 by <u>12pm</u>	<ul style="list-style-type: none"> <li>● <b>Required:</b> <ul style="list-style-type: none"> <li>○ Nichols &amp; Davis, Ch 14</li> </ul> </li> <li>● <b>Recommended:</b> <ul style="list-style-type: none"> <li>○ Ramisch, 2009</li> </ul> </li> </ul>

## X. BIBLIOGRAPHY

### Required Readings

Ballard, M. B., Fazio-Griffith, L., & Marino, R. (2016). Transgenerational Family Therapy: A case study of a couple in crisis. *The Family Journal*, 24(2), 109-113.

Barrio, C., & Yamada, A. M. (2010). Culturally based intervention development: The case of Latino families dealing with schizophrenia. *Research on Social Work Practice*, 20(5), 483-492.

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Choi, J. J. (2020). A case study of solution-focused brief family therapy. *The American Journal of Family Therapy*, 48(2), 195-210.

Hedtke, L. (2014). Creating stories of hope: A narrative approach to illness, death and grief. *Australian and New Zealand Journal of Family Therapy*, 35(1), 4-19.

Falicov, C. J., & Brudner-White, L. (1983). The shifting family triangle: The issue of cultural and contextual relativity. *Cultural perspectives in family therapy*, 51-67.

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Franklin, C. (2015). An update on strengths-based, solution-focused brief therapy. *Health & Social Work*, 40(2), 73-76.

Lau, A. S., Fung, J. J., Ho, L. Y., Liu, L. L., & Gudiño, O. G. (2011). Parent training with high-risk immigrant Chinese families: A pilot group randomized trial yielding practice-based evidence. *Behavior Therapy*, 42(3), 413-426.

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Tadros, E., & Ogden, T. E. (2020). Conceptualizing incarcerated coparenting through a structural family theory lens. *Marriage & Family Review*, 56(6), 535-552.

Turns, B., Eddy, B. P., & Jordan, S. S. (2016). Working with siblings of children with autism: A solution-focused approach. *Australian and New Zealand Journal of Family Therapy*, 37(4), 558-571.

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Walsh, F. (2012). *Normal family processes* (4<sup>th</sup> ed). New York, NY: Guilford Press. Chapter 1

Williams, N. D., Foye, A., & Lewis, F. (2016). Applying structural family therapy in the changing context of the modern African American single mother. *Journal of Feminist Family Therapy*, 28(1), 30-47.

### **Recommended Readings**

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