

Interpersonal Practice with Families
SW 623, Section 001
Mondays, 1:00 to 5:00pm
Spring/Summer, 2016

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1. Course Description:

This course will build on the content presented in course SW 521 (i.e. Interpersonal Practice with Individuals, Families and Small Groups). This course will present a theoretical analysis of family functioning and integrate this analysis with social work practice. Broad definitions of "family" will be used, including extended families, unmarried couples, single parent families, gay or lesbian couples, adult siblings, "fictive kin," and other inclusive definitions. Along with theories and knowledge of family structure and process, guidelines and tools for engaging, assessing, and intervening with families will be introduced. The most recent social science theories and evidence will be employed in guiding family assessment and intervention. This course will cover all stages of the helping process with families (i.e. engagement, assessment, planning, evaluation, intervention, and termination). During these stages, client-worker differences will be taken into account including a range of diversity dimensions such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation. Various theoretical approaches will be presented in order to help students understand family structure, communication patterns, and behavioral and coping repertoires. The family will also be studied as part of larger social systems, as having its own life cycles, and as influencing multiple generations. An overview will be given of current models of practice.

2. Course Content:

Content on the engagement phase will emphasize methods for overcoming barriers to help seeking that are both internal and external to the family. Students will learn how to identify client-worker differences and how to find common ground with clients. In particular, students will learn methods for engaging the most reluctant family members. Assessment content will draw from the major theories of family functioning and life-span development, as well as meta-theories that address oppressive social forces (e.g. sexism and racism). A sampling of reliable assessment measures will be introduced and applied. Goal setting and planning will flow from the assessment of the family, the goals of the family and its individual members, empirical evidence for different approaches, and ethical considerations. A variety of intervention and prevention models will be presented, along with the specific methods and procedures of each model. Work with nontraditional families, couples counseling, and divorce and separation

counseling will also be included. The role of social work in the primary prevention of family problems will be emphasized (e.g. family life education programs). Methods for the evaluation of intervention and prevention efforts will be covered, including the use of self-report and observational measures.

3. Course Objectives:

Upon completion of the course, students will be able to:

1. Articulate at least two conceptual frameworks that take into account individual and family needs, problems and experiences within the family, and resources and opportunities of the social environment.
2. Describe challenges, risks, and tasks as they apply to women, the poor, families of color, and gay and lesbian families.
3. Identify the resources, strengths, and effective family processes across diverse populations including those based on a range of diversity dimensions such as ethnicity, race, sexual orientation, and class.
4. Apply family assessment frameworks that are ecological and family-centered and take into account the influence of oppressive social forces. Such assessments will account for the presence and impact of family violence, the presence and impact of substance abuse, and the impact that the students' own value system has on their assessment formulations.
5. Describe ways to establish a professional relationship with family members in order to engage in assessment, goal setting, and planning. The capacity to establish relationships with families will include an appreciation of cultural diversity and the unique strengths of nontraditional families.
6. Identify at least two models of prevention and intervention and explain the applicability of each model to the challenges faced by families.
7. Apply appropriate outcome measures that are reliable and determined by agreed upon goals in order to evaluate the effects of family-centered interventions.

4. Course Design:

The course design will include lectures, assigned theoretical and practice reading, and discussion; exposure to the actual experiences of families in general and to those of particular families, through such media as case materials, videotapes, and client personal descriptions; and role-playing as worker and as family member.

5. Relationship of the Course to Four Curricular Themes:

- *Multiculturalism and Diversity* will be addressed by considering the unique characteristics of families of composed of various diversity dimensions (e.g., ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation), and by tailoring engagement, assessment, goal setting, planning, and intervention to these characteristics. Assessment procedures will focus on strengths rather than deficits in family functioning.

- *Social Justice and Social Change* will be addressed through a multi-systems perspective in which students will view the family as a system within, and affected by, a larger social structure. Family assessment will consider the impact of poverty and discrimination based on various diversity dimensions and other factors in causing or maintaining family problems. Traditional solutions to family problems will be analyzed for their potential to maintain oppression and disempowerment. Empowerment models of practice will be stressed, including the involvement of natural helping networks and teaching advocacy skills to families.
- *Promotion, Prevention, Treatment, and Rehabilitation* will be addressed by identifying the family functions and processes which are useful for the successful development of its members. Prevention programs will be described that are designed to help the general population and at-risk families to avert problems before they develop (e.g. marital enhancement, parent education, premarital counseling, parent-school linkages, etc.).
- *Behavioral and Social Science Research* will be addressed by discussing the relationship of theoretical and empirical knowledge to family practice, by describing the theoretical frameworks within which practice methods may be carried out, and by identifying and critiquing the techniques and outcomes of evaluation which have been used with each practice method.

6. Relationship of the Course to Social Work Ethics and Values:

Ethical dilemmas unique to family work will be presented, such as balancing individual and family goals, contracts regarding confidentiality and record-keeping, and addressing oppressive family structures. Presentation of value conflicts that exist toward families in society will be used to raise the students' awareness of personal and professional values.

Faculty Approved 9/3/2014

Course Design and Attendance Expectations:

This course will use a combination of lecture, class discussion, case material, role-plays, group discussion and video material as appropriate. Students are expected to attend **all** class sessions. **The instructor must be notified in the event of a possible absence due to illness or emergency.**

- **More than 1 absence will result in a reduction in your final grade** and will be subject to decision by the instructor. The spring/summer semester is a shortened semester; therefore, it is of utmost importance that you plan to attend each and every class. If you are going to be absent for any classes and you know ahead of time, please come and talk with me so that you can complete a make-up assignment.
- Assignments are expected to be **on time**. Assignments that are turned in late will result in an automatic reduction in the grade for the assignment. Each day your assignment is late, your grade on that assignment will be reduced by 1 point.
- Class participation is strongly encouraged and is worth **10% of your final grade**. If for personal reasons you find class participation to be difficult, please see me.

Course Philosophy and Format

Within the past two decades, the field of family intervention has moved from a modernist era, where the focus was on the family as a group with problems that had something done to it by an expert problem-solving practitioner, to a post-modern era where the focus was on the family as its own expert. In these collaborative models of intervention, the role of the practitioner is to facilitate the family's rediscovery of its own expertness. These models are especially appropriate for families that are socially, politically, and economically disenfranchised since they are received as collaborators in the practice arena. While this is a substantial shift in paradigms from theoretical models of the 1980's and before, these newer models did not arise independently. Instead, they evolved on the shoulders of models that came before. I consider it important, therefore, that students not only become familiar with the knowledge, values, and skills of these newer models, but that they familiarize themselves also with the earlier models on which the more collaborative methods were built. Finally, I believe families do not exist in a vacuum but within cultural, economic, political, and social systems that influence family functioning and well being and the functioning and well being of family members. It is therefore important that students learn how these systems influence families and the implications for practice outcomes and for policy.

The format of this course is established according to the above philosophy. We will begin the course with a brief discussion of the progression of the field in this regard (including the contribution of the social work profession to family theory and practice), move to a discussion of the conceptual shift to family relationships (rather than on individual functioning), and consider how families and the individuals in them develop differentially in view of their cultural, economic, political and social contexts. Each week, you will be assigned one or more chapters in the text or a required supplementary reading on a topic or model relevant to family intervention. Most chapters will include detailed case material.

Grading:

Policy on Academic Integrity:

Plagiarism and/or "borrowing" material without citing it is taken very seriously at the University of Michigan and is grounds for expulsion from the University. This also applies to materials that you prepare for other classes (i.e., you can't get credit for the same paper in different classes). It is your responsibility to be familiar with the information at <http://www.lib.umich.edu/academic-integrity/resources-students>.

Accommodations/Special Needs:

If you have a disability or impairment that requires accommodation, please contact me within two weeks of class starting to discuss what modifications are necessary. These arrangements must be specified in writing and will be kept strictly confidential. For more information and resources, please contact Services for Students with Disabilities at G664 Haven Hall (734-763-3000).

Grading Criteria for the Course:

A+, A or A-	Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. The difference between A and A- is based on the degree to which these skills are demonstrated.
B+	Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.
B	Mastery of subject content at level of expected competency – meets course expectations
B-	Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.
C	Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.
E	Student has failed to demonstrate minimal understanding of subject content.

Class Requirements:

Progress in this course will be assessed by three assignments. The aim of the assignments is to give you an opportunity to focus on the history and current trends in family practice in order to facilitate the development of your own personal interventive style and philosophy. My hope is that you will draw from your personal experience and enhance your own knowledge, self-awareness and skill levels through the in-class experiences and required assignments. My belief is that due to the innate power of the family system, post-modern family intervention, requires a unique combination of knowledge and personal awareness that are honed by experience, but nested in the social worker's vigilance of personal individuation and differentiation, concepts we will discuss in class.

The assignments for this class reflect the above philosophy. All papers are to be typed with page numbers, double spaced, and written in professional, clinical style. You must cite APA style when necessary. Please refer to OWL Purdue if you need help with citations.

Assignment I

Family of Origin Paper

**Due: June 15th on CANVAS at 11:59pm
(35% of your total course grade)**

Draw a genogram on your own family or the family of a client with whom you are working. The genogram should focus on at least three generations (including yours, your parents and their parents, your children, if applicable and even more if you have the information). Use McGoldrick's chapter (on CANVAS) on Genograms as your guide for the mechanics of drawing the genogram. You will most likely need to contact family members of your own family or your client's to obtain the necessary data. Include significant dates, illnesses, occupations, striking character traits (i.e. gentle, moody, intelligent) and other significant patterns (i.e. occupations,

religions, prevalence of divorces, religious affiliations, illnesses, substance abuse problems) on genogram. You may want to use different colored pencils to illustrate alliances, coalitions, cut-offs, and triangles. The genogram must be on an 8 ½ by 11 sheet and carefully drawn and turned in attached to your paper below. I will also give you information on a website that allows you to create a genogram electronically as well, so if you would prefer to create it electronically you can!

Write a 7-9 page paper. This paper should identify and articulate major three-generational themes and patterns. Triangles, coalitions, alliances, and cut-offs should be explicated and analyzed. Gender, ethnic, class influences should be addressed. You should also incorporate a theoretical discussion of these cultural themes based on knowledge gained from your readings. When discussing theory, please reference accordingly. The McGoldrick text is a particularly good source to utilize in developing a theoretical perspective on the cultural themes you are exploring in your papers. You may want to speculate about your role (or your client's) role in the family system and please discuss sibling order, if applicable. Bowenian theory should be incorporated into your analysis and give three examples of how you imagine Murray Bowen might have intervened with this family.

Grading:

Is genogram readable, and does it describe 3 generations of Family history clearly?
Does paper demonstrate an understanding of Bowenian theory?
Does paper incorporate a discussion of culture that is grounded in the Readings?
Is the paper grammatically correct and well organized?

Assignment 2

Role-Playing****This assignment may change slightly if we are able to have a “mock family” participate that does not include students currently enrolled in the course. We will discuss this in more detail the first day of class.*

**Due: One week after role-play on CANVAS at 11:59pm
(20% of your total course grade)**

Each class member will be responsible for either playing the role of “Family Member” or the role of “Therapist” in one of 5 role-plays (of family therapy sessions) throughout the semester. Each class member will also be responsible for a paper/“reflection” on the experience after it is over. Each role-play will be done in class and will consist of a 60-minute session during which 2 co-therapists will meet with the family utilizing a specific model of Family Therapy. The co-therapists will get feedback from the class mid-way through the session, and then continue with the session making use of the input from the class.

Here is a tentative role-play schedule:

June 13 – Structural Family Therapy
June 20 – Strategic Family Therapy
June 27– Narrative Family Therapy
July 11– Solution-Focused Therapy
July 18 – Integrating the Models

In preparation for the weekly role-plays, small groups of 3-4 participants or 2 participants will be formed in the second session. Each small group of 4 should form itself into a role-play family. Each two-some will be co-therapists utilizing a specific Family Therapy Model.

For the family group: Be creative in forming the family. There are a number of possible family forms. Diversity in family forms is strongly encouraged. Each role-play family should develop a scenario that will be acted out in the family role-play situation. In developing role-play scenarios, please pay attention to the statements in this syllabus regarding Course Content and Objectives, and the Relationship of the Course to the curricular themes having to do with multiculturalism, diversity, and social justice. In preparation for these role-plays, “family members” and “therapists” are responsible for some preparatory work.

The preparatory work is as follows:

Family Members will be responsible for the following: a. A genogram (worked on by the family group) detailing 3 generations of family history – with attention to culture and ethnicity. A chapter on genograms is in the readings for next week. b. 2 structural family maps which: 1) detail a time when your family is stressed; and 2) a time when your family is not stressed. I will speak about “family maps” next week. c. A 1 PARAGRAPH summary of the “presenting problem” from your perspective. Include your understanding of the history of the problem and of the part each family member plays in the problem. If you are a “child” in the family, pretend you have explained your perspective to a loving adult, who translates it for you into this 1-paragraph summary. **TO BE READ TO CLASS BEFORE ROLEPLAY BEGINS**

Therapists will be responsible for the following: a. A 1 page summary detailing the key points of the particular model of Family Therapy that you will be NONE OF THIS NEEDS TO BE TURNED IN FOR A GRADE – THIS IS MEANT TO HELP WITH YOUR OWN PREPARATION. PLEASE COME TO CLASS ON June 1st PREPARED TO INFORMALLY DISCUSS WITH ME

Therapist and Family Members (after the actual role-play): Create a 3-6 page reflection paper detailing your PERSONAL responses to the process of either being a family member or therapist in the context of a family therapy session. Please be specific (short description) about actual experiences in the process of either developing or enacting the session and then reflect on these experiences in light of the themes of this class. Please incorporate issues of culture, class, ethnicity, gender and/or sexual orientation into this paper. You should also incorporate at least 3- 5 references from the Course Readings in this paper. **Due: 11:59 p.m. on CANVAS, one week after the role-play is presented.**

Grading:

Are there specific “process” experiences incorporated into the paper?

Are these experiences specifically related to course concepts

Did the paper intelligently incorporate a discussion of ethnicity, culture, race, etc.

Is the paper grammatically correct, clear and organized?

Assignment 3

Final Paper /Integration of the Models

Due: August 1st at 11:59pm.

(35% of your total Course grade)

This 9-11paper should focus on a current family or couple with whom you are working (or have worked) in your practicum. You should describe your agency context, the presenting problem of your client system, the significant demographics, your treatment plan and what you have done thus far with the case (i.e. what interventions, derived from which models, you have used and have informed your practice – you need to specifically LINK your previous work to the models of F. Therapy). Next, you should give three interventions from each model for your case. These interventions must truly reflect the unique aspects of each model and reflect a thoughtful

understanding of your case. You should spend about 2 pages on each of the models and play out how you think your intervention might work or not work. Your discussion of your case must incorporate a perspective highlighting cultural, gender, class themes. Finally, spend 1-2 pages reflecting on your proposed interventions – integrate your ideas in some way – which model would you choose to use? Is there a combination of models that might prove most effective? If so, why??

Grading:

Does paper clearly describe the family, presenting problem, and the agency setting?

Does paper provide a succinct and comprehensible summary of 3 models?

Does paper provide 3 family interventions that truly follow from the models being discussed? Are the interventions discussed in terms of how they might impact the family?

Is the paper grammatically correct and well organized?

Required Text: (available at Ulrich's)

Taibbi R. (2007). *Doing family therapy: Craft and creativity in clinical practice*. NY: Guilford Press.

McGoldrick, M. (2008). *Re-visioning family therapy, Second Edition*. NY: Guilford Press.

Optional Books:

Boyd-Franklin, N. (2003). *Black families in therapy: understanding the African American experience*. New York, NY. The Guilford Press.

Gottman, J., Silver, N. (1994). *Why marriages succeed or fail*. New York, NY. Simon & Schuster

Kort, J. (2008). *Gay affirmative therapy for the straight clinician*, New York, NY. W.W. Norton & Co.

Madsen, W. (2003). *Collaborative therapy with multi-stressed families*. New York, NY. The Guilford Press.

Scarf, M. (1995). *Intimate worlds*. New York, New York. Random House

Schwartz, R. (1995) *Internal family systems therapy*. New York, NY. The Guilford Press.

Journal articles accessed through CANVAS

Family videos available at:

Askwith Media Center, in the Shapiro Library Building
Alexander Counseling videos at <http://ctiv.alexanderstreet.com.proxy.lib.umich.edu/>
YouTube

Course Outline:

Week 1: May 9, 2016

Introduction to course; format, expectations

Intro to working with families

Levels of intervention: directive, symptom focused, insight focused

Taibbi, Chapter 1-4

McGoldrick, M., & Hardy, K. V. "Introduction: Re-Visioning Family Therapy from a Multicultural Perspective."

Week 2: May 16, 2016

Family Assessment

Family Systems Theory

Fundamental Concepts

TEXT: Taibbi, Chapters 5 & 6.

TEXT: McGoldrick, M. Chapter 2 (*This chapter is meant to help you in the development of your own genogram for Assignment 2, the "Family of Origin" paper. It is extremely helpful, but does not need to be read (in full) for class.*)

TEXT: Chapter 8: McGoldrick, M. "Finding a Place Called Home."

TEXT: Chapter 20: Hardy, K. V., & Laszloffy, T. A. "The Dynamics of a Pro-Racist Ideology: Implications for Family Therapists."

Of Interest:

Carr, A. (2000) Evidence Based Practice in Family Therapy and Systemic Consultation. *Journal of Family Therapy*. 22, 3, 273-295

Madsen, W.C.(2003). *Collaborative Therapy with Multi-Stressed Families*. NY. Guilford Press. Chapters 1, 2. p. 9-84.

Week 3: May 23, 2016

Multigenerational Family Therapy

Assessment through a Generalist Lens

Murray Bowen

O'Leary, C. (2015). Person-centered couple and family therapy: the effects of an extra beat of time, *Person-Centered & Experiential Psychotherapies*, 14:3, 236-247, DOI: 10.1080/14779757.2015.1043393

Kerr, "Chronic Anxiety and Defining a Self," *The Atlantic Monthly*.

Knudson-Martin, Carmen. (1994) The female voice: Applications to Bowen's family systems theory, *Journal of Marital and Family Therapy*. 20, 1, p. 35

Wetchler, J. L., & Piercy, F. P. Transgenerational Family Therapies.

Of Interest:

TEXT (all are recommended) Chapter 2. Falicov, C. J. "Transnational Journeys" Chapter 3. Sluzki, C. E. "Migration and the Disruption of the Social Network." Chapter 4. Laszloffy, T. A. "Social Class: Implications for Family Therapy." Chapter 5. Walsh, F. "Spirituality, Healing, and Resilience" Chapter 6. Hardy, K. V. "Race, Reality, and Relationships: Implications for the Re-Visioning." Chapter 7. McAdams-Mahmoud, V. "Understanding Families in the Context of Cultural Adaptations to Oppression." Chapter 9. Pinderhuges, E., "Black Genealogy Revisited: Restorying an African American Family."

Week 4: June 6, 2016

Structural Family Therapy
Working with Impoverished Families

Taibbi, Chapters 7, 8

McGoldrick TEXT: Chapter 22. Dolan-Del Vecchio, K. "Dismantling white male privilege within family therapy."

Chapter 27. Mirkin, M. P., & Kamyra, H. "Working with immigrant and refugee families."

Brown, Neil, D., Samis, Michelle D. (1986-7) The Application of Structural Family Therapy in Developing the Binuclear Family, *Mediation Quarterly*, 1986-87, 14-15, 14-15, 51-69.

Of Interest:

The Psychotherapy Networker, Vol. 29, no.3.

Wylie, Mary Sykes, "Maestro of the Consulting Room" p. 40

Kim, Josephine, (2003) Structural Family therapy and Its Implications for the Asian American Family, *The Family Journal: Counseling and Therapy for Couples and Families*, 11, 4, 388-392

Week 5: June 13, 2016

LGBTQ
Culture of a Family
IFS

Kort, J., (2008). Gay affirmative therapy for the straight clinician. New York, Norton
Chapters 1,2,3,8

Bepko, C., & Johnson, T. (2004). Gay and Lesbian Couples in Therapy: Perspectives for the Contemporary Family Therapist. *Journal of Marital and Family Therapy*, 26(4, Oct.), 409-419.

TEXT (pick one chapter that is of interest):

Chapter 23. Garcia-Preto, N. "Latinas in the United States: Bridging two worlds."
Chapter 25. Nealy, E. C. "Working with LGBT families."

Chapter 10. Lopez-Colon, F. "The discovery of my multicultural identity."
Chapter 19. Domokos-Cheng Ham, MaryAnna. "Biracial legitimacy: Embracing marginality."
Chapter 21. McIntosh, P. "White privilege and male privilege: A personal account of coming to see correspondences through work in women's studies."

Of Interest:

Schwartz, Richard C., (1995). Internal family systems therapy. New York, Guilford Press.
Chapters 1,2

Scarf, M. (1995). *Intimate Worlds*. New York. Random House. Chapter 2, p. 23-36 (PDF article)

Davis, Tamara S.(2009) Diversity Practice in Social Work: Examining Theory in Practice',
Journal of Ethnic And Cultural Diversity in Social Work, 18: 1, 40 — 69

Keiley, M.; Dolbin, M.; Hill, J.; Karuppaswamy, N.; et al. The cultural genogram: Experiences from within a marriage and family therapy *Journal of Marital and Family Therapy*; Apr 2002; 28, 2;

Luey, H. S.; Luey, H. S.; Glass, L.; and Elliot, H. Social Work 1995. Hard of hearing or deaf: issues of ears, language, culture and identity.

Rober, P., (2005.) The Therapist's Self in Dialogical Family Therapy: Some Ideas About Not-Knowing and the Therapist's Inner Conversation. *Family Process*. 44, 4, 477-495

Week 6: June 20, 2016

Strategic Family Therapy

Taibbi, Chapters 9, 10

McGoldrick TEXT (pick one chapter that is of interest):

Chapter 12. Watson, M. F. "Voluntary childlessness and motherhood: Afterthoughts."

Chapter 15. Berndt, L. "Legacies of white privilege."

Chapter 16. Lawless, J. J. "Transforming a racist legacy."

Chapter 18. Abudabbeh, N. "My evolving identity from Arab to Palestinian to Muslim."

Chapter 28. McCarthy, I. C., & Byrne, N. O. "A Fifth-Province approach to intracultural issues in an Irish context: Marginal illumination."

Schlanger, K., Barbara, A. "The brief therapy approach of the Palo Alto Group."

Keim, J. "Strategic therapy."

Of Interest:

Robbins, M.S., Bachrach, K., Szapocznik, J., (2002) Bridging the research-practice gap in adolescent substance abuse treatment: the case of brief strategic family therapy. *Journal of Substance Abuse Treatment*, 23, 2,123-132

Bobrow, E., Ray, W., (2004) Strategic Family Therapy in the Trenches, *Journal of Systemic Therapies*, 23,4,28-38.

Week 7: June 27, 2015

Narrative Family Therapy
Social Constructionist Models

Readings:

Nichols & Schwartz: Chapters 13

The Family Therapy Networker, Vol. 18, No.6

O'Hanlon, "The Third Wave"

Stephen Madigan, "Body Politics"

David Epston, "Extending the Conversation"

David Nylund, John Thomas, "The Economics of Narrative"

Of Interest:

McGoldrick TEXT:

Chapter 9. Pinderhughes, E. "Black genealogy revisited: Restorying an African American family."

Chapter 29. Boyd-Franklin, N. "Working with African Americans and trauma: Lessons for clinicians from Hurricane Katrina."

Chapter 33. Fraenkel, P., & Carmichael, C. "Working with families who are homeless."

Week 8: July 11, 2016

Solution Focused Therapy
Cognitive Behavioral
Brief Family Therapy

Dattilio, F.M.; Epstein, N., Introduction to the special section: The Role of Cognitive Behavioral Interventions in Couple and Family Therapy. *Journal of Marital and Family Therapy*; Jan 2005; 31, 1;

O'Leary, E. M. McHugh, Barrett, P., Fjermestad, K., Cognitive-behavioral family treatment for childhood obsessive-compulsive disorder: A 7-year follow-up study. *Journal of Anxiety Disorders* 23 (2009) 973–978.

Runyon, M., Deblinger, E., Ryan, E. Thakkar-Kolar, R., An Overview of Child Physical Abuse: Developing an Integrated Parent-Child Cognitive-Behavioral Treatment Approach. *Trauma Violence Abuse* 2004; 5; 65

Friedberg, Robert D. (2006). A Cognitive-Behavioral Approach to Family Therapy. *Journal of Contemporary Psychotherapy* Vol. 36, Issue 4. Date: 12/2006 Pages: 159-165.

Reiter, M., (2004), A Solution Focused Formula Task for Families, *Journal of Family Psychotherapy*, 15,3,37-45.
Couples Therapy

Week 9: July 18, 2016

Experiential Family Therapy

McGoldrick TEXT: Chapter 13: Kliman, J., & Trimble, D. "Grieving in network and community: Bearing witness to the loss of our son."

Thompson, S., Bender, K., Cardoso, J., Flynn, P. (2011). Experiential Activities in Family Therapy: Perceptions of Caregivers and Youth *Journal of Child and Family Studies*, Volume 20, Issue 5, pp 560-568

Pereira, J. (2014). Can We Play Too? Experiential Techniques for Family Therapists to Actively Include Children in Sessions, *The Family Journal*, 22: 390-396, doi:10.1177/1066480714533639

Cheung, M., (1997) Social construction theory and the Satir model: Toward a synthesis. *The American Journal of Family Therapy*. . 25, 4, p. 331-343

Freeman, M.L., (1999), Virginia Satir: A woman and a Social Worker Beholden to No One, *Journal of Couples Therapy*, 8,1,1-15

Cowley, A.S., (2000), On Satir's Use of Self, *Journal of Couples Therapy*, 9,3-4, 51-68

Stark, Evan, (2009) Rethinking coercive control. *Violence Against Women* 15: 1509

Week 10: July 25, 2016

Couples Counseling

Sex Therapy

Hinkle, M., Radomski, J., Decker, K. (2015). Creative Experiential Interventions to Heighten Emotion and Process in Emotionally Focused Couples Therapy, *The Family Journal*, 23: 239-246, doi:10.1177/1066480715572964

Owen, J., Duncan, B., Reese, R., Anker, M., Sparks, J. (2014). Accounting for Therapist Variability in Couple Therapy Outcomes: What Really Matters?, *Journal of Sex & Marital Therapy*, 40:6, 488-502, DOI: 10.1080/0092623X.2013.772552

Zielinski, J. (1999) Discovering Imago Relationship Therapy. *Psychotherapy: Theory, Research, Practice, Training [PsycARTICLES]* Vol. 36, Issue 1.

Johnston, S. (2007). The Contribution of Emotionally Focused Couples Therapy. *Journal of Contemporary Psychotherapy* Vol. 37, Issue 1. Date: 03/2007 Pages: 47-52.

The Psychotherapy Networker, Vol. 26 no.6

Doherty, W. "Bad Couples Therapy and How to Avoid it" p. 26

Real, T. "The Awful Truth" p. 34

The Family Therapy Networker, March/April, 1993, Issue # 293

Schnarch, D. "Inside the Sexual Crucible"

Syllabus 623 Spring/Summer 2016 Mondays 1-5pm

Gottman, J.M., Silver, N., (1999) *The Seven Principles for Making Marriage Work*, New York, The Three Rivers Press. Chapters 1,2. p. 1-46.

Gottman, J.M., Levinson, R.W., Gross, J., Mc Coy, K., Rosenthal, L., Ruef, A., Yoshimoto, D., (2003). Correlates of Gay and Lesbian Couples' Relationship Satisfaction and Relationship Dissolution. *Journal of Homosexuality*, 45, 1, 23-43.

Bepko, C., Johnson, T., (2004) Gay and Lesbian Couples in Therapy: Perspectives for the Contemporary Family Therapist. *Journal of Marital and Family Therapy*, 26, 4, Oct, 409-419

Biaggio, M, (2002), Couples Therapy for Lesbians: Understanding Merger and the Impact of Homophobia, *Journal of Lesbian Studies*, 6, 1, 126-138

Week 11: August 1, 2016

Multi-Family Group Therapy

Nahum, D. & Brewer, M. (2005). Multi-family group therapy for sexually abusive youth. *Journal of Child Sexual Abuse*, 13(3-4), 215-243.

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