



**University of Central Florida
School of Social Work**

SOW 6612.C001- Clinical Practice with Families

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Term: Summer 2009
Class Days: Tuesdays
Class Hours: 6-9:50 PM
Class Location: HPA1, 272

COURSE DESCRIPTION: Family-focused models of intervention applied to families in transition and to problems such as divorce, single parenting, and blended families.

This course is designed to help students deepen and extend their assessment, treatment planning and intervention skills in community based clinical social work practice with families. Building on the content of foundation courses, this course presents the theoretical basis of various family focused models of intervention. Additionally, students will examine the phases of family development, the stages of intervention with families, the shared responsibility in the social worker-family relationship, and the application of social work values and ethics to family treatment in social work practice.

The course examines functions of the family unit, elements which contribute to healthy patterns of functioning, different family structures (i.e. single parent, reconstituted, etc.). Cultural contexts that shape and continually impact these factors will be explored. Drawing from previous theories learned, (biopsychosocial, ecological, person in environment) students will examine ways that various forms of social oppression and issues pertaining to gender, cultural diversity, life cycle, social class and other social, psychological and health related variables impact families. Using an ecological perspective, the course will examine ways that various forms of social oppression and issues pertaining to gender, cultural diversity, life-cycle, social class, and other social and psychological variables which impact on families. The importance of promoting social and economic justice in clinical work with families will be addressed.

Students will have an opportunity to identify ways in which social work clinicians can partner with families to empower them to develop new coping skills, reduce stress, maximize their use of community resources, enhance optimal psycho-social functioning, and increase social supports. The class will address treatment considerations and therapeutic approaches in clinical practice with families who demonstrate a range of problems (e.g. mental illness, substance abuse, AIDS, physical illness, domestic violence, and sexual abuse). Throughout the course the effective use of self in working with families will be addressed and students will be encouraged to integrate a community based clinical social work focus when working with families.

Community based clinical social work with families involves:

1. Understanding that community can be defined by neighborhood, organizations, and social groups.
2. Assessments which include the resources, potential stressors, and characteristics of the community as well as the individual family.
3. Interventions with families that include community as well as family resources.
4. Prevention efforts with families that include community systems, groups, and individuals.

THE UCF CREED

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

The UCF Creed	
Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.	
Integrity	I will practice and defend academic and personal honesty.
Scholarship	I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
Community	I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
Creativity	I will use my talents to enrich the human experience.
Excellence	I will strive toward the highest standards of performance in any endeavor I undertake.

POLICIES

In addition to the information below, the student should become familiar with School of Social Work Student Handbook and The Golden Rule Handbook for UCF Students. All polices included in these handbooks apply to this class.

MODIFICATION OF SYLLABUS

This syllabus may be modified at the discretion of the instructor. Changes will be discussed with students in class and/or via email. It is the student's responsibility to ensure that the student's email address is current in eCommunity.

COURSE EXPECTATIONS

Cell phones, pagers and recorders

- Students are asked to turn off cell phones and beepers during class sessions.
- Permission to audiotape a class meeting(s) must be obtained from the instructor in advance.
- While the use of laptops is convenient for students to take class notes, it is expected that students WILL NOT engage in other laptop activities during class time that may include: internet activities, reading and responding to email, balancing a checkbook, etc. If this should occur, the instructor reserves the right to request that the student not use a laptop during class.

Classroom Decorum

- Side conversations are discouraged because they distract the class.
- The instructor expects students to respect the culture, values, beliefs and rights of their classmates. During class sessions, alternate points of view are encouraged and should be received by others with respect. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, the classroom is not the place where students should indulge in personal venting or support seeking.

Attendance and Participation

Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Students must be prepared for class (i.e., complete readings and other assignments *prior* to class). Make-up exams are not given **ONLY** in extreme circumstances. These circumstances include exceptional health EMERGENCIES (that require that the student bring in medical documentation), and the make up exam will be an essay exam. Out-of-town vacations, trips, mild illness (such as a cold), and other similar circumstances

do not qualify as extreme. The instructor reserves the option to provide a make up exam in hers or his absence.

Students with three (3) absences will have their final grade lowered by one letter grade. The only exception to this is if the student has a **documented** extraordinary circumstance (student hospitalization; severe illness; death in the family; car accident) preventing the student from coming to class. In that case, the student must present written documentation to the instructor.

Attendance during Finals Week: It is University policy that all classes **MUST** meet during the scheduled final exam session.

Written Assignments

Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and properly and to adhere to accepted standards of writing. *Grammar, punctuation, and spelling are to be correct in all written materials submitted and will be considered in grading written assignments.*

All written assignments must be typed in a 12-font print, and all margins must be one inch. The cover page of a paper is not considered a page of text. Work not conforming to these standards or demonstrating serious deficiencies in common English usage may be returned with out a grade. When references are required, they must be in the APA documentation style.

The **University Writing Center (UWC)** is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu> stop by MOD 608, or call 407.823.2197. Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments.

Late Assignments

All assignments must be turned in through turnitin.com. No assignments will be accepted by fax or email unless the instructor has given explicit prior approval. *Late assignments will lose a full letter grade for each week that they are late unless the student had an extraordinary circumstance and gained prior approval from the instructor.* No assignment will be accepted after the last day of class. It is the student's responsibility to make arrangements with the instructor regarding late assignments. All papers and assignments are due on the scheduled date unless the student has **EXTRAORDINARY CIRCUMSTANCES** (documented student hospitalization or surgery, documented death in the family, etc.) prevent the student from meeting the deadline. In those cases the student **MUST** obtain prior approval for submitting a late assignment directly from the instructor and **MUST** present the instructor with documentation on the extraordinary circumstance. In cases of **EXTRAORDINARY CIRCUMSTANCES**, approval for late work must be obtained directly from the instructor. **NO OTHER LATE ASSIGNMENTS (without extraordinary circumstance documentation) WILL BE ACCEPTED. Please note that vacations, problems with time management or problems with computers do not count as Extraordinary Circumstances.**

Incomplete Grades

An "Incomplete" is only recorded is exceptional circumstances and in keeping with the School and University policies. Time management issues, computer/technology problems or other similar reasons do not qualify for an incomplete grade. Individual arrangements must be made with the instructor for the completion of the course requirements, but in no case will the due date extend beyond the end of the

following semester. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

Academic Integrity/Plagiarism

Plagiarism and Cheating of any kind on any assignment will result in an "F" for that assignment and will also lead to an "F" for the entire course and referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.) It is assumed that students will adhere to the academic creed of the University and will maintain the highest standards of academic integrity. Please do not ask for your grade to be changed unless the instructor has made a mathematical error or to bend or break rules for one person that will not apply to everyone.

Turnitin.com

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in electronic format to turnitin.com. **Assignments not submitted through turnitin.com WILL NOT be accepted. DO NOT SEND ASSIGNMENTS THROUGH EMAIL.** After the assignment is processed, the instructor receives a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit: <http://www.turnitin.com>. To submit assignments through <http://www.turnitin.com>, use the following:

Class ID: 2732352

Password: famsum2009

PLEASE MAKE SURE THAT YOU RECEIVE A RECEIPT FROM TURNITIN.COM ONCE YOU SUBMIT YOUR ASSIGNMENTS. NO LATE ASSIGNMENTS WILL BE ACCEPTED.

Disability Access Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the instructor. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the instructor to request them.

COURSE LEARNING OBJECTIVES

By the end of the term, students should be able to:

1. Describe in some detail the core elements and the role of the therapist throughout the phases (beginning, middle and termination) of family treatment.
2. Describe, critique, and apply various family intervention theories and models.
3. Demonstrate integration of generalist and clinical perspectives in family intervention.
4. Apply social work ethics to clinical practice with families.
5. Describe in some depth the impact of macro issues, including how social and economic justice impact family functioning.
6. Develop a family assessment and utilize the assessment for developing a family treatment plan.
7. Identify family strengths and resiliency as important in assessing and treating families
8. Integrate the context and impact of diversity, including culture, ethnic, racial, class, religious, gender, age, sexual orientation and lifestyle, into family assessment and treatment planning.
9. Develop treatment plans that can be utilized to monitor and evaluate family progress
10. Apply therapeutic tools (genograms, therapeutic contracts, sculpting, and role playing) in clinical practice with families.

REQUIRED TEXTS

1. Janzen, C., Harris, O., Jordan, C., & Franklin, C. (2006). *Family treatment: Evidence-based practice with populations at risk (4th Ed.)*. Belmont, CA: Thomson – Brooks/Cole Publishing.
2. Nichols, M.P. (2008). *Family therapy: Concepts and methods (8th Ed.)*. New York: Allyn & Bacon/Pearson.

LIBRARY RESOURCES

The UCF Libraries has a full array of paper and electronic resources available for students and their research needs.

Students will be expected to utilize UCF library resources to search library databases for required readings. The following web sites which can help students find information, navigate through databases and learn how to use the library:

1. Library Instruction sessions - <http://library.ucf.edu/Reference/Instruction>
2. Library Research Tutorials - <http://library.ucf.edu/Reference/Instruction/LIToursTutorials.asp>
3. Streaming videos - <http://library.ucf.edu/Reference/Videos/Default.asp>
4. Research Guides - <http://library.ucf.edu/Reference/Guides/>
5. Ask a Librarian service - <http://library.ucf.edu/Ask/>
6. Consult with the librarian familiar with Social Work—Mr. Hal Mendolsohn

In addition to paper copies of books and journals, UCF students have the ability to access a vast selection of journals and books in electronic format while on or off campus. The web address to the library's catalog is <http://library.ucf.edu/>. The Ask A Librarian service provides students the ability to contact a library professional either by phone, on-line chat or email, and ask for assistance on "how to" locate, research, and obtain library materials. The web address for Ask A Librarian is <http://library.ucf.edu/Ask/>. A series of streaming videos, showing students how to search for a book or journal article, has been developed and are available at <http://library.ucf.edu/Reference/Videos/Default.asp>. Research Guides for different majors, that list books, journals, databases, and web sites have been developed and are available in electronic format at <http://library.ucf.edu/Reference/Guides/>. Another service to help students conduct library research is called Research Consultation. After a student has conducted his/her research and is in need of additional information, s/he can work with a librarian to locate material with the help of his/her expert searching capabilities. To set-up a Research Consultation, students can either come into the library and sign-up at the Reference Desk or call the library Reference Office at 407-823-5880. Finally, students are always encouraged to visit the library and ask a Reference Librarian how best to conduct one's research. If a student has a simple question on how to locate either a book or journal title, the UCF Reference Libraries are happy to provide this type of service too.

Assignments:

The assignments for this course are intended to help the student develop or enhance a variety of skills related to engaging, assessing, and treating families. The assignments also reinforce oral and written skills in clinical practice. Students are advised to select team members carefully as all team members will be expected to participate fully. The assignments in this course will total 100 points that will be converted to a letter grade. Please see grading scale. Assignments will be discussed further during the second week of the semester.

Assignment #1: Role Play (5 points): Each student will participate in a role play either as the family therapist or as a family member on a case assigned by the instructor. The case will be an ongoing case that will illustrate ongoing family therapy sessions. Other students will also participate in the role play as other family members. **Students playing the family therapist will receive an additional 3 points as extra**

credit. Please note there will be other role play opportunities throughout the semester and the expectation is that students will participate in those. **However, those will be ungraded.**

Assignment #2: (60 points)- Family Assessment Paper (Group or Individual Assignment)

For this assignment, students will work in groups of no more than 3 students. After viewing the movie “What’s Eating Gilbert Grape”, students will write a group paper that will include Part I: an assessment on the family in the video, Part II: a family treatment plan and Part III: a theory you would use with this family. The focus of the paper will be on the family system prior to the critical incident.

Part I: Using the assessment guidelines and categories discussed in class and in the textbooks, assess the family in the video.

Part II: Using content from class and from the readings, each student will develop a written treatment plan for the family in the video, “What’s Eating Gilbert Grape”. Remember that your treatment plan should be a “family treatment plan”. Each group will submit a typed treatment plan as part of this paper assignment.

Part III: Each group will write on a specific family theory from the syllabus that you would use with the family in the “What’s Eating Gilbert Grape” video.

- ✓ Describe the theory
- ✓ Why would you use this family theory with the family
- ✓ What specific interventions/techniques from this theory would you use with the family system in the video?

A minimum of 8-10 references and APA writing style are required. Each student in the group will receive the same “group” grade.

Assignment #3 (35 points)-Special Family Topics Group Presentation

In groups of no more than 3-4, students are to research one of the special family topics listed below **as they relate to the 0-5 year old population.** Then the group is to research the topic, the population (0-5 year olds) and select one of the theories from the Nichols text book and provide a group presentation that addresses the questions below. So for example, one might consider child abuse among the 0-5 year old population and consider using structural theory with that group and problem.

List of family topics:

- ✓ **Families Coping with Poverty & Income Loss**
- ✓ **Families Coping with Chronic & Terminal Illness** (cardiac problems, cancer, etc.)
- ✓ **Families with Child Abuse and Family Violence**
- ✓ **Families Dealing with Substance Abuse** (Fetal alcohol syndrome)

Group presentations shall be no more than 25 minutes long and include the following content:

1. Description of the problem in families with children ages 0-5 and description of the populations affected (Symptoms, behavioral manifestations of the problem, statistical prevalence information, etc.) Give examples.
2. What are the assessment considerations when working with families who have the problem described?
3. What theory and interventions from one of the theories discussed in class and/or your textbook would you use with families who have children 0-5 year olds with the specific problem you selected from the problem list?

The groups must stay focused on the **0-5 year old population**, on the problem selected and the theory to be used with this type of family. **Students will also be required to develop a Power Point document of their**

presentation and a list of references as handouts for the class. Both the Powerpoint and the reference list MUST be sent to the instructor via email 2 days prior to the presentation. Each student in the group will receive the same “group” grade.

<u>Assignments</u>	<u>Due Date</u>	<u>Points</u>
Family Assessment Paper	July 21, 2009	60
Special Family Topics Group Presentation	July 21, July 28 or August 4, 2009	35
Role Play	To be determined	5
		100 Points

Points from all the assignments above will be totaled for the student’s final grade.

Class Participation: Students are expected to participate in class discussions and to integrate examples of cases from their field placement.

GRADING SCALE

A 95 - 100	B- 80 - 83	D+ 67 - 69
A- 90 - 94	C+ 77 - 79	D 64 - 66
B+ 87 - 89	C 74 - 76	D- 60 - 63
B 84 - 86	C- 70 - 73	F 59 or less

LEARNING METHODS

The objectives of this course will be achieved through a variety of methods which will include: didactic content through lectures, integration of field and classroom content discussions, role plays and videotapes.

Instructor's office hours: Students should make appointments with the instructor. **Please note: the instructor is not available to respond to phone calls or emails during weekend hours. Emails received after 4 PM on Fridays will not be responded to until Monday afternoon.**

COURSE OUTLINE & SCHEDULE

Week 1 —5/19/09-Course Introduction & Overview

Content:

1. **Course/Introductions, Review of Syllabus, Assignments & Teaching Methods**
2. **Overview of Clinical Practice with Families:**
 - Defining community based clinical practice as it relates to families
 - Understanding the relationship between macro, mezzo and micro issues in work with families.
 - The role of the social worker in clinical practice with families: needed skills, values & competencies
3. **Class Exercise**

Week 2—5/26/09--The Life Cycle & Functions of Families

Content:

1. Lessons learned from the early models: group process & communications analysis
2. Basic functions, developmental stages & developmental tasks of the family system
3. Life cycle diversity
4. Macro factors that impact optimal family functioning
5. The history and pioneers of family therapy
6. Framework for evidence –based family treatment

Required Readings: In Nichols text:

- Introduction-Foundations of Family Therapy
- Chapter 1, The Evolution of Family Therapy
- Chapter 2, Lessons from the Early Models: Group Process & Communications Analysis

Required Readings: In Janzen Text:

- Chapter 1, Framework for Evidence-Based Family Treatment
- Chapter 2, Theoretical and Treatment Approaches to Evidence-Based Family Treatment

Small Group Exercise: In small group discussions (no more than 3 students to a group), students are to reflect on one theorist from the readings and to highlight that theorist's approach as discussed in Chapter 1. Each group will be assigned a theorist by the instructor and will present their discussion findings to the class.

Week 3 – 6/2/09-- Family Resiliency & Culture

Content:

1. Sources of resiliency for families-risk and protective factors.
2. Assessing macro impacts on families: policies, social injustice, community systems
3. Assessing impact of culture, ethnicity, race, religion, class, age, sexual orientation
4. The role of culture in family systems
5. Assessing & integrating the family's strengths, resiliency, and resources

Required Readings:

Greeff, A.P., Vansteenwegen, A. & Ide, M. (2006). Resiliency in families with a member with a psychological disorder, *The American Journal of Family Therapy*, 34, 285-300.

Parra-Cardona, J.R., Meyer, E., Schiamberg, L. & Post, L. (2007). Elder abuse and neglect in Latino families: An ecological and culturally relevant theoretical framework for clinical practice, *Family Process*, 46(4), 451-470.

Wadsworth, M.E. & DeCarlo Santiago, C. (2008). Risk and resiliency processes in ethnically diverse families in poverty, *Journal of Family Psychology*, 22(3), 399-410.

These articles are available by searching the UCF library databases.

Suggested Readings:

Sluzki, C.E. (2004). House taken over by ghosts: Culture, migration and the developmental cycle of a Moroccan family invaded by hallucinations, *Families, Systems and Health*, 22(3), 321-337.

Week 4 – 6/9/09 Engaging and Assessing Families

Content:

1. Tasks for the beginning phase
 - a. The first session: meeting the family
 - b. The social worker's role, essential qualities, and use of self
 - c. Learning the family's patterns and interactions through observation & questions
 - d. Eliciting problem definitions through questioning
 - e. Working toward problem consensus and a plan for change
2. Family assessment & assessment measures
3. Evidence based family treatment

Required Reading

1. In Nichols text: Chapter 3, Basic Techniques of Family Therapy
2. Janzen text, chapters 1 & 3

Assignments: Begin Role playing—The Ramirez Family—Session #1

Week 5 – 6/16/09—Assessment and Treatment Planning

Content:

1. Important concepts in family therapy
 - Systems theory
 - Social constructivism
 - Attachment theory
 - The working concepts of family therapy
2. The context of assessment: its purpose, audience, outside influences
3. Format and general outline for a family assessment document
4. Using the assessment as a guide for treatment planning
5. Treatment goals and objectives

Required Reading

In Nichols text: Chapter 4, The Fundamental Concepts of Family Therapy

Leon, A.M. & Knapp, S. (2008). Involving Family Systems in Critical Care Nursing: Challenges and Opportunities, *Dimensions in Critical Care Nursing*, 27(6),255-262.

Week 6 – 6/23/09—Evidence –Based Treatment Approaches with Families

Content:

1. Bowen Family Systems Therapy
2. Strategic Family Therapy

Required Readings:

In Nichols text: Chapter 5, Bowen Family Systems Therapy & Chapter 6, Strategic Family Therapy

In Janzen et. al. text, chapter 2, Theoretical and Treatment Approaches to Evidence-Based Family Treatment

Week 7—6/30/09—Evidence-Based Treatment Approaches with Families

Content:

1. Structural Family Therapy
2. Cognitive-Behavioral Family Therapy

Required Readings:

In Nichols text: Chapter 7, Structural Family Therapy

In Nichols text: Chapter 10, Cognitive Behavioral Family Therapy

Week 8— 7/7/09—Evidence-Based Treatment Approaches with Families

Content:

1. Solution Focused Therapy
2. Integrative Models

Required Readings:

In Nichols text, Chapter 12, Solution-Focused Therapy

In Nichols text, Chapter 14, Integrative Models

Week 9 – 7/14/09—Comparing Family Treatment Models and Family Treatment Research

Content:

Understanding & evaluating concepts & goals across models of family treatment

Research on family interventions: using the scientific method

Required Readings:

- In Nichols text: Chapter 15, Comparative Analysis
- In Nichols text: Chapter 16, Research on Family Interventions, Family Treatment and Prevention Programs

Suggested Readings:

Leon, A.M. & Armantrout, E.M. (2007). Assessing families and other client systems in community-based programmes: Development of the CALF *Child & Family Social Work*, 12, 123-132.

Week 10—7/21/09—Treating Families Headed by a Single Parent, Treating Families Coping with Poverty & Income Loss, and Treating Families Coping with Chronic & Terminal Illness

Content:

****Please note: Paper on What's Eating Gilbert Grape Due Today, July 21, 2009****

1. The problem
2. The population
3. Assessment issues
4. Best treatment practices
5. Theory to be used

Required Reading:

1. Janzen, et. al., chapter 4, 95 – 113.
2. Janzen, et. al., chapter 6, 147-175.
3. Janzen et. al., chapter 8, 209-232.

NOTE: CHILDREN REFERS TO THE 0-5 YEAR OLD POPULATION ONLY!

Group Presentations #1, 2 & 3

- Group #1: Treating Families Headed by a Single Parent
- Group #2: Treating Families Coping with Poverty & Income Loss
- Group #3: Treating Families Coping with Chronic & Terminal Illness

Week 11—7/28/09—Treating Child Abuse and Family Violence, Treating Families with Persistent Mental Disorders & Treating Families during Separation and Divorce

Content:

Treating Families with Child Abuse and Family Violence

1. The problem
2. The population
3. Assessment issues
4. Best treatment practices
5. Theory to be used

Required Readings:

1. Jansen text, chapter 9. Child Abuse and Other Family Violence, 233 – 262.

Suggested Readings:

Berry, M., Charlson, R., & Dawson, K. (2003). Promising practices in understanding and treating child neglect. *Child & Family Social Work*, 8(1), 13-24.

NOTE: CHILDREN REFERS TO THE 0-5 YEAR OLD POPULATION ONLY!

Group Presentations #4, 5 & 6

- Group #1: Treating Child Abuse and Family Violence
- Group #2: Treating Families with Children who have Eating or Sleep Disorders
- Group #3: Treating Families with Children who have Congenital Heart Disease

Week 12---8/4/09---Treating Families Dealing with Substance Abuse & Treating Families with Children who have Disabilities

Content:

Treating Families Dealing with Substance Abuse

1. The problem
2. The population
3. Assessment issues
4. Best treatment practices
5. Theory to be used

Required Readings:

Jansen text, chapter 10, Evidence-Based Family Treatment of Substance Abuse, 267 – 294

Suggested Readings:

O'Farrell, T.J., Murphy, M., Alter, J., & Fals-Stewart, W. (2008). Brief family treatment intervention to promote continuing care among alcohol-dependent patients in inpatient detoxification: A randomized pilot study. *Journal of Substance Abuse Treatment*, 34(3), 363-369.

NOTE: CHILDREN REFERS TO THE 0-5 YEAR OLD POPULATION ONLY!

Group Presentations #7 & 8:

- Group #7: Treating Families Dealing with Substance Abuse (Fetal Alcohol Syndrome)
- Group #8: Treating Families with Children who have Disabilities (Autism or Attachment Disorders)

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Hurd, E. P., & Rogers, R. (1998). *A friend and a brother: Understanding the role of African American men in child-rearing*. *Journal of Family Social Work, 3* (1), 5-23.

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