

Annotated Bibliography by Shawna Sodersten

1. Social Change

- a. Diamond, J. (1999). *Guns, Germs and Steel: The Fates of Human Societies*. New York, N.Y.: W.W. Norton & Company, Inc. and (2005). *Collapse: How Societies Choose to Fail or Succeed*. New York, N.Y.: Penguin Group (Viking).

I like these books because they provide a good overview of the variety of factors that influence the direction societies take from a broad perspective. The first provides a framework for why the currently dominant cultures are dominant and the second is a sobering (even depressing) but probably realistic view of a variety of reasons why societies sometimes fail to change course even when they are headed for demise.

- b. Sowell, T. (1999). *The Quest for Cosmic Justice*, New York, N.Y.: The Free Press and (2002). *A Conflict of Visions: Ideological Origins of Political Struggles*. New York, N.Y.: Basic Books.

I felt that it was important to have a grip on the rationale behind conservative views of social justice as well as just reading things that I agreed with. The conservative intellectual Thomas Sowell believes that we are incapable of effectively engineering appropriate change. It is hard to argue with his assertion that the large-scale historical efforts at such purposeful engineering have failed. Many such experiments were begun by idealistic (and he would say naïve) people, only to be taken over by fascists or other oppressive dictators. Mr. Sowell believes that this is the inevitable fate of efforts to engineer social change and that, instead, the best guide is tradition (Sowell, 1999). He also assumes that society can be trusted to evolve slowly over time to produce the greatest good for the greatest number of people.

I agree that, given human shortcomings, social policy-making often works out poorly. I am not comfortable relying on “tradition” as a guide because much of what is traditional strikes me as supporting wealth and power for a few and varying degrees of suffering and oppression for many. Instead, I have a more libertarian philosophy and measure my actions in terms of the degree to which they impinge

on the sovereignty of others. I also think that there are points in history in which the aggregate decision-making of individuals swings the balance toward qualitative societal change.

- c. Wallerstein, I. (1997). "Social Change? Change is eternal. Nothing ever changes." <http://www.binghamton.edu/fbc/lwportug.htm> and (March 2005). After Developmentalism and Globalization, What? *Social Forces*, 83(3):1, 321-336.

Wallerstein argues that there are three distinct questions which social scientists should devote their energies to answering. First, how did this historical system come into existence at the time and place and in the way it did? Second, how does it operate? And third, what contradictions within the system may lead to its demise and the emergence of one or more replacement systems?

Wallerstein finds the defining element of the capitalist system as the priority given to the *endless* accumulation of capital. Wallerstein posits that qualitative change only occurs when the basic rules of the system change. Wallerstein sets forth arguments for some current trends undermining the basic structures of the capitalist world-economy. One such trend is the urbanization of the world's people. A second trend identified by Wallerstein is the increase in the social costs of allowing corporations to externalize expenses of production (that is, make the collective world society pay). A third trend is the democratization of the world-system. Democracy has been promoted as a way to promote the political stability needed for business to thrive. However, when people have a voice, they demand such things as adequate education and health care, which are expensive.

Finally, Wallerstein points to the collapse of the Old Left as a significant trend. While conservatives (like Sowell) might view this as a victory, Wallerstein points out that liberal idealism provided a needed counterweight in maintaining the equilibrium of the system. When the exploited (aka "dangerous") classes believe that a more egalitarian world is on the horizon they can be patient and optimistic with their current lot in life. However, popular faith in idealistic social justice movements (which often involved an enhanced rather than diminished role for the state) has largely eroded.

Wallerstein is not clear on what he sees as the end result of eroded faith in government as a social change agent. The implication is that anarchistic tendencies will take over. I think that people are inherently frightened of anarchy and that one of the ways we are seeing people deal with diminished faith in government leaders is a return to religion, and specifically, the rise of conservative fundamentalist and evangelical styles (both Christian and Muslim).

2. Action Research

- a. Bilorusky, J. & Lawrence-Wallace, C. (2002). *Overview of Action-Research Methods: Introduction to Action-Research Seminar Series*; Bilorusky, J. & Labat, V. (2002). *Asking Questions: Session 2 of WISR Action-Research Seminar Series*; and Lunsford, T. & Bilorusky, J. (2003). *Some Notes on Interviewing*.
www.wisr.edu/publications/index.htm

These articles from the WISR website were helpful in thinking about how to apply action research ideas to my thesis.

- b. Burck, C. (2005). Comparing qualitative research methodologies for systemic research: the use of grounded theory, discourse analysis and narrative analysis. *Journal of Family Therapy*, 27, 237-262.

This article was by far the most helpful thing I ran across in trying to learn about research methodologies. It provides a very straightforward explanation of many of the terms of art and uses one set of data to explore several different methodologies. As a result of this reading I understand that my research will fall solidly within the social constructionist paradigm as I will interview people for the purpose of generating ideas by exploring subjective human experience.

This article gave me the idea of keeping a diary to keep track of my thoughts as I go through the interview process as the interviewer and of talking openly about the process of my research as much as the product. I will also try to begin the process with my mind as open as possible to whatever might be revealed through the interviews and to think of the interview questions I prepare in advance as a loose structure within which to pursue investigation of my topic. I will pay

attention to my interviewee's choice of words and how that enables their particular structuring of identity and social reality.

3. Multiculturality & Cross-cultural Counseling

- a. Moghaddam, F. M., Taylor, D. & Wright, S. C. (1993). *Social Psychology in Cross Cultural Perspective*. New York: W. H. Freeman and Company.

This book caused me to better appreciate the limitations of the Western psychoanalytical approach in reaching people from non-Western cultures. I think that it is still a valuable approach for those who have grown up with an individualistic culture who are trying to achieve self-actualization as a path to contentment.

- b. Ramirez III, M. (1991). *Psychotherapy and Counseling with Minorities: A Cognitive Approach to Individual and Cultural Differences*. Elmsford, New York: Pergamon Press.

This book points out that when we feel we don't "fit in" with important persons and institutions in our life we may internalize this into "self-rejection, depression, emphasis on the negative, rigidity of thinking and problem-solving, and attempts to escape reality." Conflict between one's culture and that of the important person/institution can create the experience of not fitting in. In addition, there is often conflict between members of different generations in the same immigrant family as children and grandchildren take on more attributes of the dominant culture and do not conform to the expectations of their elders. This book also contains a helpful self-assessment for therapists to take to help reveal their own cultural influences.

- c. Ramirez, M. & Castaneda A. (1974). *Cultural democracy, cognitive development, and education*. New York: Academic Press.

The book presents a construct of individuals as existing along a "traditionalism-modernism" spectrum of cultural style. I also think of it as a collectivism-individualism spectrum as that refers more plainly to the substance of most of the differences between the spectrum's two poles and, to me, is less suggestive of "backward" vs. "progressive."

Ramirez and Castaneda look at 10 areas comprising a cultural world-view. I believe these areas are useful to bear in mind as important to understanding the culturally-informed world-view of any given client.

4. Theories & Methods of Marriage and Family Therapy

a. Hanna, S. M. & Brown, J. H. (2004). *The Practice of Family Therapy: Key elements across models*. Belmont, CA: Brooks-Cole—Thompson Learning.

This book is very easy to read and provides a comprehensive overview of the field and its history. More emphasis is placed on integrating theories into practice and the historic roots are given more summary treatment. One thing I found particularly helpful about this book is that it carried a single case study through each of the theories to show the different approaches therapists from different theoretical backgrounds would take in dealing with the same family.

b. Hoffman, L. (1981). *Foundations of Family Therapy*. New York: Basic Books.

This book offered the most in-depth treatment of the historic roots of Marriage and Family Therapy that I found anywhere. It was easy to read and provided a good background on each main theory, though it did not give me the structure that Ronald Mah provided for writing the paper—namely that all modern family therapy makes use of systems theory.

5. Human Development

a. Crain, William C. (1980). *Theories of Development: Concepts and Applications*. Englewood Cliffs, N.J.: Prentice-Hall.

This book provides an overview of developmental and learning theorists. Each theorist is presented with a brief biographical sketch, an overview of their theories, and then an overview of current views and critique of those theories. Those theorists reviewed are: Locke, Rousseau, Gesell, Darwin, Lorenz, Tinbergen, Bowlby, Montessori, Piaget, Kohlberg, Freud, Erikson, Bettelheim, Schachtel, Jung, Pavlov, Watson, Skinner, Bandura, and Chomsky. I found it very readable. I

particularly liked the layout of each section: getting the biographical sketch to understand a bit about the person before reading his/her theories and having the critique of the theory presented in a separate section at the end. This allowed me to think about the theories on my own first, before reading the “received critique” of them. I learned that Erikson had a lot of ideas about attachment, and so I decided to read one of his books. I gained information from this book for both my human development/attachment paper and my human sexuality/gender paper.

b. Erikson, Erik H. (1982). *The Life Cycle Completed*. New York: Norton.

This book details Erikson’s psycho-social (expanding upon Freud’s psycho-sexual) stages of development: infancy, early childhood, play age, school age, adolescence, young adulthood, adulthood, and old age. Each stage has its own psychosexual stage/mode, psychosocial crises, radius of significant relations, basic strengths (arising from successful resolution of each crisis), core pathology, related principle of social order, binding ritualization, and brand of ritualism. Each stage builds upon its predecessors and can include their strengths, integrating them into a generative maturity.

In addition to his ideas on attachment, I was interested in Erikson’s thoughts on adolescence and young adulthood as a quest for identity. One of his contentions is that, although young people can have sexual attachments and even fall in love, real intimacy is only achievable once a reasonable sense of identity has been established.

c. Santrock, John W. (1999). *Life-Span Development*, 7th edition, McGraw-Hill Companies, Inc.

This is a textbook covering physical, cognitive and socioemotional human development in-utero to death in old age. It is very accessible and seems a comprehensive overview of the field, including an effort to include information and research concerning diverse cultures and a full treatment of adulthood and aging as opposed to just infancy, childhood and adolescence. Discussions of attachment theory include reference to Ainsworth, Belsky, Bowlby, Harlow, Main, Sroufe, and others. I found it very useful as a starting point in my research into attachment and also gender.

6. Human Sexuality

- a. Hite, S. (1981). *The Hite Report*. New York: Seven Stories Press.
- b. Janus, S. S., & Janus, C. L. (1993). *The Janus Report on Sexual Behavior*. New York: Wiley & Sons, Inc.

Although most of my reading for the paper on Human Sexuality focused on articles addressing issues of attachment and sexuality, these two books provided a good overview of human sexuality in general. Both are engaging and easy to read and give one an idea of the broad spectrum of human sexual behavior.

7. Law & Ethics

- a. Lakin, M. (1988). *Ethical Issues in the Psychotherapies*. New York: Oxford University.

This book uses case studies to illustrate ethical dilemmas in everyday practice. The examples are drawn from 100 interviews with professionals in the field so that the reader can learn from the experiences of others. The book looks at such issues as how a practitioner can assess his or her appropriateness as the provider for a particular client, and how to assess when one's personal interests are interfering with proper treatment. The book also looks at a variety of issues around confidentiality and financial arrangements.

- b. Revised Code of Ethical Standards for Marriage and Family Therapists (2002), www.camft.org

None of the ethical standards for MFTs came as any surprise. I found them less complex than the ethical standards for lawyers, perhaps because lawyers take retainers, operate on behalf of their clients in a fiduciary role, and are expected to police not only themselves, but each other.

8. Psychopathology

a. Maxmen, J. S., & Ward, N. G. (1995). *Essential Psychopathology and Its Treatment, 2nd ed. Revised for DSM-IV*. New York: Norton.

I found this book remarkably easy to read, with a liberal sprinkling of wit and a practical approach. The book explains how to use the DSM-IV, presents its diagnostic categories, and discusses relevant psychodynamic, behavioral, social, and biological theories. Relevant knowledge of genetics, epidemiology, neurochemistry, and psychopharmacology are discussed for each disorder. Guidelines for treatment illustrated with case vignettes are given for each disorder as well.

The book is clearly geared toward medical students studying psychiatry, but I still found it accessible and plan to keep it as a reference. Although I read the book for the course on psychopathology, I particularly appreciated that it opens with a practical section on diagnosis.

b. Oltmanns, T. F., Neale, J. M., & Davison, G. C. (1995). *Case Studies in Abnormal Psychology, 4th ed.*, New York: John Wiley & Sons, 363 pages.

The book presents 22 in-depth case studies focusing on symptoms, the client's history, treatment, and outcome. The cases illustrate a variety of problems, from classic psychotic disorders to personality disorders to various disorders of childhood and aging. The case studies provide detailed descriptions and examples of a wide range of clinical problems, illustrate some of the ways in which these problems can be viewed and treated, and discusses some of the evidence that is available concerning epidemiology and etiology of the disorders in question. Many cases include vignettes from the initial therapy interviews or from the therapy itself. Each case is compared with the DSM IV categories and case failures as well as successes are presented. All cases end with a discussion of etiology that illustrates the application of research to individual clients' problems, an alerts the reader to important gaps in current knowledge about abnormal psychology.

I found the book very easy to read. I read it after reading a more "textbook" overview of DSM IV and found it very helpful at illustrating in more depth what it would actually be like to try to provide therapy to individuals with the different disorders.

9. Psychopharmacology

In order to keep up with the latest information I think the best resource is reputable internet sites. The following are some of those I accessed to write my paper which I found clear and informative.

Chung, A. (n.d). Racial Differences in Responses to Pharmacological Treatments.
www.apamsa.org/files/APAMSA%20Presentation%20Text.doc

How Antidepressants Work (2000-2006).
www.healthyplace.com/Communities/depression/treatment/antidepressants/index.asp#Antidepressants

Monoamine Oxidase Inhibitor (MAOI) Information Page (2002-2004). Anxiety and Depression Solutions.
www.anxiety-and-depression-solutions.com/maoi.htm

Medications For Treating Anxiety (2000-2006). Retrieved on August 13, 2006 from www.healthyplace.com/communities/anxiety/treatment/medications_2.asp

Medication or other drug use and sleep problems (1995-2006).
<http://health.yahoo.com/topic/sleep/resources/article/healthwise/aa2134>

Obsessive Compulsive Disorder: OCD Medications and Therapy (2000).
www.healthyplace.com/Communities/OCD/site/Transcripts/ocd_meds_therapy.htm

Psychiatric Medications (2000).
www.healthyplace.com/site/psychiatric_medications.htm

Types of Bipolar Medications (2000-2006).
www.healthyplace.com/communities/bipolar/treatment/medications.asp

10. Psychological testing

- a. Psychological Testing, *A Guide to Psychology and its Practice*,
<http://www.guidetopsychology.com/testing.htm>

This site gives a decent overview of the topic area. I now have a better idea of what people are talking about when they refer to different commonly used tests. I also feel fully comfortable knowing that I do not have the training of a psychologist in the administration and interpretation of most of these tests. I am not likely to use many

diagnostic tests in my practice but may sometimes refer someone for testing, particularly for axis 1 and 2 conditions.

b. Materials provided by the Gottman Institute

I did not think it very likely that I would use tests in my MFT practice until I began reviewing literature from the Gottman Institute. The method promoted by the Gottman Institute uses several tests in the assessment phase of couple's treatment. Tests that I may use in my practice include the Locke-Wallace Marital Adjustment Test, "Gridlocked Perpetual Issues," the Conflict Tactics Scale 2, and the Waltz-Rushe-Gottman Emotional Abuse Questionnaire.

The Gottman Institute has developed its own battery of questionnaires to help assess specific elements that they like to focus on in couple's therapy. There are several tests designed to look at the quality of friendship within the relationship. There are additional tests for assessing whether the couple has an overall positive or negative perspective about the relationship, and their ability to honor each other's dreams and create shared meaning. These are the starting points for considering the couple's strengths.

There are a series of questionnaires concerning the regulation of conflict. The remaining tests assess how the couple has been acting. These then present the therapist with teaching opportunities to help the couple learn more adaptive ways of handling conflict. As part of this teaching, the Gottmans have also developed a checklist to be used in the aftermath of a fight to help the partners identify how they felt. I think this is useful because many clients struggle to articulate what happens for them emotionally during conflict. I have already begun to use it in my practice.

I think that I will eventually work some of these tools into my practice as my experience level increases. I don't think I will use them all as a part of almost every assessment phase with every couple as the Gottmans do, so I have to have enough experience to recognize when I want to introduce them.

11. Alcoholism & Substance Abuse

a. Flores, P. J. (2nd Ed., 1997). *Group Psychotherapy with Addicted Populations: An Integration of Twelve-Step and Psychodynamic Theory*. New York: The Haworth Press

This book provides an extensive description of the history, theory, and experience of AA. It also provides a very extensive analysis of psychodynamic components of addiction, which serves as an overview of Object-Relations Theory, Self-Psychology, Mahler's Theory of Normal Development, ego psychology, Kernberg's borderline pathology, and narcissistic personality disorder. This gave me a nice framework for understanding addiction in psychodynamic terms. This book also introduced me to the conflict between "disease model" and "harm reduction model" approaches to treating addiction. I do not feel pressure to align with either side. I think I agree with Flores that abstinence is the needed first step for people whose functioning has become seriously impaired (perhaps what he would call a true addict), and psychodynamic work should come second. For others though, I think that psychodynamic work may help bring them to the realization that they want to quit.

b. Connors, G. J., Donovan, D.M. & DiClemente, C.C. (2001). *Substance Abuse Treatment and the Stages of Change: Selecting and Planning Interventions*. New York: Guildford Press.

This book seemed pretty comprehensive and is easy to read guide to using the stages of change model for the entire trajectory of alcohol and drug abuse treatment, from assessment and treatment planning to recovering from relapse. It includes discussion of couple and group therapy models as well as individual therapy. It seems especially uncommon to encounter guidance on working on substance abuse within couple therapy. Most couple therapy modalities simply dictate that the substance abuse issues be handled before couple therapy can be effective.

The authors have attempted to construct a transtheoretical model, drawing on the best from a variety of approaches. Reviews of the book from those who practice in this field are glowing and the authors reference and draw on outcome studies and empirically determined

best practices. I think if I were to undertake work in this field I would depend upon this book for guidance.

12. Child Abuse Assessment and Reporting

- a. Messler Davies, J. & Frawley, M.G. (1994) . *Treating the adult survivor of childhood sexual abuse: a psychoanalytic perspective*. New York: BasicBooks.
- b. Farmer, S. (1989). *Adult Children of Abusive Parents*. New York: Ballantine Books.

As I have no plans to work directly with children, I have focused on the treatment of adult survivors. I found both of these books very helpful to understanding the psychological impacts of child abuse on survivors. The first is written for therapists by recognized leaders in this field and describes the slow process of relational, psychodynamic treatment of people who are significantly impaired by the defenses they developed to survive their childhoods. The one shortcoming of this book is that the work it speaks of takes place generally several years into the therapeutic alliance. It does not give much guidance for how to conduct the therapeutic alliance building initial years of therapy.

The second book is for the survivors themselves and lays out a 1-2 year long process of recovery with psycho-education and specific exercises. I have begun to use some of the materials from this book in my work with two clients who suffered significant abuse and neglect in childhood.

13. Aging and Elder Abuse

- a. Himes, C. L. (2002). Elderly Americans. *Population Bulletin*, 56(4), 1-44.

This work covers the interplay between mental and physical health and how challenges in one area can speed decline in another. I learned that anxiety, depression, and substance abuse are the most common mental health concerns in older people, just as they are with younger

people, but that they are more likely to exist in conjunction with other health problems. I also learned about different forms of dementia.

- b. Knight, B. G. (1996). *Psychotherapy with Older Adults*. Thousand Oaks, CA: SAGE Publications, Inc.

This book is easy to read and makes extensive use of case examples. The author incorporates modern findings from the science of gerontology and developmental psychology. The book discusses differences and similarities in the treatment of older and younger adults and includes chapters on treating persons with dementia and therapy for the caregivers of older adults. I think this book is a good resource because the population is aging. The need for therapy for older adults and their caretakers is only going to increase.