

**THE UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK**

**SW-503 - FOUNDATIONS OF SOCIAL WORK PRACTICE II  
Course Outline**

SW 503  
Foundations of Social Work Practice II  
Fall Semester 2003

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**Course Requirements/Evaluation Procedures:**

Lectures, class discussions, role-plays and small group case analyses will be utilized in this course. Concurrently with the study of groups during the second half of this course, a 'group within a group', a small approximately 5 week problem solving and support group, will meet for the first hour of class (including the entire class processing after each group meeting). The instructor and students share responsibility for raising important issues and questions related to the lectures and assigned readings. Students are expected to come to each class session ready to discuss the assigned readings for that class. Class attendance (including being on time), completion of all readings, and participation in class discussion are expected. Points will be deducted from the final grade when students display a pattern of tardiness and non-attendance. Please notify the instructor in a timely manner if circumstances interfere with class attendance or the completion of course requirements. Please read all paper assignment criteria carefully. Students are responsible for understanding and meeting these criteria. One-day late papers will drop one letter grade, and for each week after the due date a letter grade will be dropped.

1st Paper Assignment	(100 points)25%
2nd Paper Assignment	(100 points)25%
Take Home Midterm	(60 points) 15%
Final Exam	(100 points)25%
Class and group participation	(40 points) 10%

**Attendance and Participation Reminder**

Students are expected to attend every class session. *Given the importance of class attendance and participation, missing more than one class will likely place an "A" grade out of reach.* It is essential that students notify the instructor in a timely manner if circumstances interfere with class attendance or the completion of course assignments.

**Assignment of Final Grades**

The final course grade will be based on the following:

- A = 376-400 points (Superior performance, exceeds expectations)
- B+ = 348-375 points (Better than satisfactory performance)

- B = 328-347 points (Satisfactory performance, meets expectations)
- C+ = 308-327 points (Less than satisfactory performance)
- C = 280-307 points (Performance well below the standard expected of graduate students)

**Paper Grading criteria:**

- Did the writer appropriately label and discuss each section of his/her paper?
- Did the writer clearly state the purpose of the paper? Did he/she achieve that purpose?
- Did the writer provide a thoughtful analysis of this topic by integrating relevant information?
- Did the writer use concrete examples to clarify and support his/her points?
- Did the writer get his/her point across in a straightforward and direct manner? Does one point flow to the next point? Is the writing jargon-free and readable? Is the writing style explicit and succinct? Is it brief and "to the point"? Can it be pared down? Are there glaring grammatical errors? [note: If I have to read a sentence more than twice in order to understand it, points will be deducted]
- \* Did the writer present clear and appropriate organizational skills?
- \* Did the writer use current, relevant, as well as seminal references?
- \* Did the writer display creative and critical thinking?
- \* Did the writer cover all major ideas about this topic?
- \* Did the writer discuss what writer stated would be addressed?
- \* Did writer address criteria set out in the assignment?
- \* Does the writer come to any conclusions based upon the research and reading undertaken?

**Confidentiality**

Use of, or reference to, actual family, personal, or case material will occur frequently and therefore confidentiality will be adhered to strictly. A break of confidentiality **will** result in expulsion from the MSSW program

**Required Texts:**

Hartman, A., & Laird, J. (1983). Family-centered social work practice. New York: The Free Press.

Toseland, R.W. & Rivas, R.F. (1998). An introduction to group work practice (3rd ed.). Allyn & Bacon.

Lowenberg and Dolgoff. (2000) Ethical Decisions in Social Work Practice (6th ed. Itasca, Illinois. F.E.Peacock Publishers, Inc.

**Course Content Outline**

Week            Date            Topics/Readings

**SOCIAL WORK PRACTICE WITH FAMILIES**

**1                    8/25/03            Course overview. Student introductions, review of syllabus and paper assignments, lecture and discussion. The context of social work practice with families.**

Hartman, A., & Laird, J. (1983). (Part One- The context of family-centered practice) - A family focus in social work practice [Chapter 1]; An epistemological framework [Chapter 4]; Family theory for family-centered practice [Chapter 5]. In *Family-centered social work practice*. New York: The Free Press.

Abramson, M. (1996). Reflections in knowing oneself ethically: Toward a working framework for social work practice. *Families in Society*, April, 195-201.

Kellar, J. & McDade, K. (1997). Cultural diversity and help-seeking behavior: Sources of help and obstacles to support for parents. *Journal of Multicultural Social Work*, 5, 63-78.

Proctor, E., Davis, L.E., & Vosler, N.R. Families: Direct Practice. In *The Encyclopedia of Social Work* (1995). Washington, D.C. NASW Press.

**2**                    **9/1/03**                    **labor day/no class**  
**3**                    **9/8/03**                    **Elements to consider in family-centered practice**

Hartman, A., & Laird, J. (1983). (Part Two- Beginnings) - Getting started: Agency and case management issues [Chapter 6]; Getting started: Contracting and interviewing [Chapter 7]. In *Family-centered social work practice*. New York: The Free Press.

Pinderhughes, E. (1995). Empowering diverse populations: Family practice in the 21<sup>st</sup> century. *Families in Society*, 76,3, 131-140.

Erera, P. (2002). Chapter 4: Single parent families, Chapter 6: Lesbian and gay families, Chapter 7: Grandmother headed families. *Family Diversity: Continuity and Change in the Contemporary Family*.

Ambert, Anne Marie (1998). Disadvantaged families. *Web of Poverty: Psychosocial Perspectives*

Hepworth, D.H., Rooney, R.H., & Larsen, J. (1997). Assessing family functioning in diverse family and cultural contexts [Chapter 10]. In *Direct social work practice: Theory and skills* (5th ed.). Brooks/Cole Publishing Co.

**4**                    **9/15/03**                    **Assessment and intervention in family-centered practice**

Hartman, A., & Laird, J. (1983). (Part Three- Assessment and Intervention) - The family in space: Ecological assessment [Chapter 8]; Family-environment transactions as target and resource for change [Chapter 9]; Assessment in time: The intergenerational perspective [Chapter 10]. In *Family-centered social work practice*. New York: The Free Press.

de Shazer, S. (1992). Solution-focused therapy (case study 3-3, pp. 87-91). In C.W. LeCroy (Ed.) *Case studies in social work practice*. Belmont, CA: Wadsworth, Inc.

DeJong, P., and Miller, S. (1995). How to interview for client strengths. *Social Work*, 40(6), 729-736.

Cooper, K. (1999). Practice with transgendered youth and their families. Social Services With Transgendered Youth

Weeks, J., Heaphy, B., & Donovan, C. (2001) Families of choice: the changing context of non-heterosexual relationships. Same Sex Intimacies: Families of Choice and Other Life Experiments., 9-27

**5**                      **9/22/03**                      **In-class genogram, ecomap, and timeline practice**

Hartman, A. (1995). Diagrammatic assessment of family relationships. *Families in Society*, 76, 111-122

McGoldrick, Monica, Gerson, Randy, and Shellenberger, Sylvia. 1999. *Genograms: Assessment and Intervention*, 2<sup>nd</sup> edition. New York: W. W. Norton. Chapters 1&2, pp.1-61.

Cournoyer, Barry. 2000. Timelines from *The Social Work Skills Workbook*. (3<sup>rd</sup> edition). Belmont, CA: Wadsworth Publishing Company. pages 44-47.

Congress, E. (1994). The use of culturagrams to assess and empower culturally diverse families. *Families in Society*, 531-540.

Dungee-Anderson, D., and Beckett, J. O. (1995). A process model for multicultural social work practice. *Families in Society*, October, 459-466.

McPhatter, A. (1991). Assessment revisited: A comprehensive approach to understanding family dynamics. *Families in Society*, January, 146-156.

Bernherdt, B. & Rauch, J.B. (1993). Genetic Family Histories: An Aid to Social Work Assessment. *Families In Society*, April, 195–205.

McGoldrick, M., Gerson, R., Shellenberger, S. (1998). *Genograms: Assessment and Intervention* (2<sup>nd</sup> edition). New York: W. W. Norton. (excerpts)

Ashford, J. B., LeCroy, c. W., Lortie, K. L. (2001). *Human Behavior In The Social Environment* (2<sup>nd</sup> Edition). Belmont, CA:Brooks/Cole. (excerpts)

Anderson, R. E., Carter, I. E., Lowe, G. 1999. *Human Behavior in the Social Environment: A Social Systems Approach*. (5<sup>th</sup> ed.). New York: De Gruyter. (excerpts)

Schraver, Joe M. 2001. *Human Behavior in the Social Environment*. (3<sup>rd</sup> ed.). Boston: Allyn and Bacon. (excerpts)

**6**                      **9/29/03**                      **Ecomap and genogram construction and analysis**  
**View Moonstruck**

7

10/6/03

**Assessment and intervention in family-centered practice**

**Assignment #1 due**

Hartman, A., & Laird, J. (1983). (Part Three- Assessment and Intervention) - The intergenerational family system as a resource for change [Chapter 11]; Inside the family: Inner system assessment [Chapter 12]. In Family-centered social work practice. New York: The Free Press.

Curry, C. (1992). A family systems approach to the treatment of codependency (case study 3-4, pp. 92-96). In C.W. LeCroy (Ed.) Case studies in social work practice. Belmont, CA: Wadsworth, Inc.

Carter, C. (1997). Using African-centered principles in family preservation services. Families in Society, 531-538.

Early, T.J., & GlenMaye, L.F. (2000). Valuing families: Social Work Practice with Families from a Strengths Perspective. Social Work, March, vol. 45, no. 2. The NASW Press, p. 118-130.

8

10/13/03

**Assessment and intervention in family-centered practice**

**Take Home Midterm Handed Out**

Hartman, A., & Laird, J. (1983). (Part Three- Assessment and Intervention) - The family unit as a resource and target for change [Chapter 13]; Persistence, coherence, and paradox [Chapter 14]. In Family-centered social work practice. New York: The Free Press.

Corcoran, K. (1992). Doing family therapy with an acting-out adolescent: Applying the empirical clinical practice model (case study 8-2, pp. 262-267). In C.W. LeCroy (Ed.) Case studies in social work practice. Belmont, CA: Wadsworth, Inc.

Saleeby, D. (1996). The strengths perspective in social work practice: Extensions and cautions. Social Work, 31(3), 296-305.

**SOCIAL WORK PRACTICE WITH GROUPS**

9

10/20/03

**The knowledge base of group work practice**

Hepworth, D.H., Rooney, R.H., & Larsen, J. (1997). Forming and Assessing Social Work Groups [Chapter 11]. In Direct Social Work Practice: Theory and Skills (5th ed.). Brooks/Cole Publishing Co.

Toseland, R.W. & Rivas, R.F. (1998). Introduction [Chapter 1]; Understanding Group Dynamics [Chapter 3]; Leadership [Chapter 4]. An Introduction to Group Work Practice (3rd ed.). Allyn & Bacon

**Take home midterm due**

**10                    10/27/03                    The beginning stage of group work practice**

Toseland, R.W. & Rivas, R.F. (1998). Leadership and diversity [Chapter 5]; Assessment [Chapter 8]. An Introduction to Group Work Practice (3rd ed.). Allyn & Bacon.

**11                    11/3/03                    The middle stage of group work practice- Foundation methods**

Toseland, R.W. & Rivas, R.F. (1998). Treatment groups: Foundation Methods [Chapter 9]

Shulman, L. (1992). A short-term single-parents' group (case study 6-1, pp. 175-185). In C.W. LeCroy (Ed.) Case studies in social work practice. Belmont, CA: Wadsworth, Inc.

Hurdle, Donna E. (1991). The Ethnic Group Experience. Ethnicity and Biculturalism. The Haworth Press, Inc., p. 59-69.

Lewis, E.A. & Ford, B. (1991). The Network Utilization Project: Incorporating Traditional Strengths of African-American Families into group Work Practice. Ethnicity and Biculturalism. The Haworth Press. p. 7-22.

**12                    11/10/03                    The middle stage of group work practice- Specialized methods**

Toseland, R.W. & Rivas, R.F. (1998). Treatment groups: Specialized methods [Chapter 10]. An introduction to group work practice (3rd ed.).Allyn & Bacon.

Tolman, R.M. & Bennett, L. (1992). Group work with men who batter (case study 6-4, pp. 206-214). In C.W. LeCroy (Ed.) Case studies in social work practice. Belmont, CA: Wadsworth, Inc

Hepworth, D.H., Rooney, R.H., & Larsen, J. (1997) Intervening in Therapeutic Groups [Chapter 18]. In Direct Social Work Practice: Theory and Skills (5th ed.). Brooks and Cole Publishing Company.

**13                    11/17/03                    The ending stage of group work practice**

**Assignment #2 is due**

Toseland, R.W. & Rivas, R.F. (1998). Evaluation [Chapter 13]; Ending the group's work [Chapter 14]. An introduction to group work practice (3rd ed.).

LeCroy, C.W. (1992). A social skills group for children (case study 6-3, p. 198-205). In C.W. LeCroy (Ed.) Case studies in social work practice. Belmont, CA: Wadsworth, Inc.

## CASE MANAGEMENT AND COMMUNITY-BASED SERVICES

14

1124/03

Assessment and intervention in case management

Rose, S.M. & Moore, V.L. (1995). Case management. In Encyclopedia of Social Work (19th Edition, Vol. 1, pp. 335-340). Washington DC: National Association of Social Workers.

Rothman, J. (1991). A model of case management: Toward empirically based practice. *Social Work*, 36, 520-528.

Secrett, M., Jordan, A., and Ford, J. (1999). Empowerment evaluation as a social work strategy. *Health and Social Work*, 24(2), 120-127.

### **Ethics in family-centered and group social work**

Corey, Gerald & Corey, Marianne Schneider (1994). Ethical and Legal Issues In Group Counseling. Chapter 2 from Theory and Practice Group Counseling, 4th edition, p. 25-57.

Lowenberg, F, Dolgoff, R, & Harrington, D. (2000). Values and Professional Ethics [Chapter 2]; Guidelines for Ethical Decision Making [Chapter 3]; Confidentiality and Informed Consent [Chapter 4]. In Ethical Decisions for Social Work Practice, 6th edition. Itasca, Illinois: F. E. Peacock Publishers, Inc.

Rock, Barry & Congress, Elaine. 1999. The New Confidentiality for the 21st Century in a Managed Care Environment. *Social Work*, May, vol. 44, no. 3. The NASW Press, p. 253-262.

Davidson, J., and Davidson, T. (1996). Confidentiality and managed care: Ethical and legal concerns. *Health and Social Work*, 21(3), 208-215.

Reamer, Frederic G. (1998). The Evolution of Social Work Ethics. *Social Work*, November, vol. 43, no. 6. The NASW Press, p. 488-500.

Gelman, S., Pollack, D., Weiner, M. 1999. Confidentiality of social work records in the computer age. *Social Work*, 44(3), 243-252.

Reamer, F. (1997). Managing ethics under managed care. *Families in Society*, Jan/Feb, 96-1-1.

15

12/1/03

Final Exam

### **Confidentiality Agreement**

I agree that all family and/or client information shared by other members of this class shall be considered confidential and not to be repeated outside of this class. I agree to follow and be bound by

the NASW code of ethics. I also agree that if this confidentiality agreement is broken the penalty shall be expulsion from the college of social work MSSW program. This agreement lasts for the whole of the semester this class is taken.

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student printed name

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date

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student signed name

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witness printed name

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date

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witness signed name

### **SW 503- PAPER ASSIGNMENTS**

#### **Assignment #1 (100 points)**

**1-**Create a three generation genograms of your family of origin with yourself at the bottom-most level (please include a 'key' for your symbols on the genogram).

Please include for each member:

- a) Age, dates of birth, marriage, divorce, separations, death , etc.(where applicable)
- b) professional or employment information
- c) personality characteristics
- d) strengths, talents, etc.
- e) vulnerabilities, challenges, etc.
- f) triangles with an explanation of function or purpose served
- g) alliances and collusions with an explanation of function or purpose served

**2-**Create your family of origin system's ecological map at the most stressful time for your family of origin.

Please include information about each of the following (please include a 'key' for your symbols on the ecomap):

- a) boundaries with an explanation of function or purpose served

- b) relationships with an explanation of function or purpose served
- c) triangles with an explanation of function or purpose served
- d) alliances and collusions with an explanation of function or purpose served

These (genogram and ecomap) must be on 8 1/2 by 11 paper, and may be computer generated, drawn, etc. Use creative means to make the projects readable, clear, and uncluttered (cut-aways, colors, separate sheets for different dynamic representations, etc.)

Be creative and have fun.

**3-**Create a time line of your family of origin dating from your birth and continuing in to the present with your current family constellation.

**4-**Write a paper and share the following information:

- a)- one meta rule for the transgenerational family with descriptions of 2 demonstrations of that rule in the family
- b)- two transgenerational family rules with descriptions of the demonstration of each
- c)- identification of the developmental stage(s) of your transgenerational system and provide your justification/rationale of that identification
- d)- identify two cultural/ethnic patterns/beliefs transmitted to you through your family systems and discuss:
  - (1) The culture/ethnicity from which they emerge and their relationship to that culture/ethnicity
  - (2) How these patterns/beliefs will be useful in your professional social work practice
  - (3) How might they (patterns/beliefs) be barriers in your professional social work practice
  - (4) How a cultural pattern/belief has had a negative impact on you and/or your family
  - (5) How a cultural pattern/belief has had a positive impact on you and/or your family
- e)-Identify the function and/or purpose each of these rules serve as well as their origins
- f)-Document the conversations with family members that clarified the above information. Please explore these interactions from dynamic, process, and differentiation perspectives
- g)-Identify and discuss the boundary, relationship pattern, triangle, alliance and collusion information you have discovered from the above assignments

Note-This assignment's purpose is the help you 1) identify patterns and dynamics; 2) begin or continue your differentiation; and 3) develop clinical skills. In order to help families, I believe you must first examine your own family, and in a similar way as you will when working with families as a social worker. Therefore, I will be looking for evidence of commitment to this process. Please use the criteria structure above as a template to structure your paper Please read the instructions carefully and ask questions about these instructions if you don't understand them. The paper should be double spaced and approximately 7-10 pages.

**Assignment #2 (100 points)**

Each student will write a paper that will describe and analyze a major social work family or group intervention/therapy approach that has been implemented with an at-risk population. It is strongly recommended that each student meet with the instructor in choosing a topic for this paper. It is strongly recommended that you do a topic search before you choose your topic/intervention to make sure there is enough research to use in the paper!

The following are some examples of at-risk populations:

- cancer patients
- seriously mentally ill persons
- persons with AIDS
- children of divorce
- elderly persons
- batterers
- sexually abused children
- women who have experienced abuse
- gay men
- lesbians
- persons diagnosed with ADHD
- youths diagnosed with conduct disorder
- persons diagnosed with an eating disorder
- persons who are depressed/suicidal

The following sections must be labeled appropriately and covered in your paper:

#### Description

Briefly describe the problem/disorder and the prevalence of this problem/disorder. Describe specific treatment issues/needs of this at-risk population. For example, which social/emotional, economic, educational, medical, family, community, societal, etc. issues/needs must be addressed by social workers in their family or group work with this at-risk population?

#### Review of Interventions/Treatments & Effectiveness Studies

Provide a comprehensive overview of family or group interventions/treatments designed to address the issues/needs discussed above. To what extent do these family or group interventions/treatments address each of the identified issues/needs of this at-risk population? What gaps currently exist? What "works"? Have any of these family or group interventions/treatments for this at-risk population been empirically tested for their effectiveness? If so, what were the findings of these studies?

#### Critique/Analysis

Provide your own critique/analysis of the current "state of the art" family or group interventions/treatments with this at-risk population. For example, to what extent do these family or group interventions/treatments reflect the values and ethics of the social work profession (e.g. does it take into account diversity issues)? What do you view as the major strengths and major limitations of

the current "state of the art" family or group interventions/treatments with this at-risk population? What gaps currently exist?

This is a research paper. Papers must be typed, double-spaced and conform to APA format, 4th edition. Papers should be approximately 20 pages including references (12 point font size). Please number your pages. Please do not use a cellophane binder! Please use the criteria structure above as a template to structure your paper. Please read the instructions carefully and ask questions about these instructions if you don't understand. Warning: In past classes, those students that did not do well did not structure the paper clearly, failed to follow the research paper criteria, or did a paper on a subject rather than a family or group intervention/treatment.

**This paper is due at the beginning of class on 11/17/03.**

**Paper Grading criteria:**

- Did the writer appropriately label and discuss each section of his/her paper?
- Did the writer clearly state the purpose of the paper? Did he/she achieve that purpose?
- Did the writer provide a thoughtful analysis of this topic by integrating relevant information?
- Did the writer use concrete examples to clarify and support his/her points?
- Did the writer get his/her point across in a straightforward and direct manner? Does one point flow to the next point? Is the writing jargon-free and readable? Is the writing style explicit and succinct? Is it brief and "to the point"? Can it be pared down? Are there glaring grammatical errors? [note: If I have to read a sentence more than twice in order to understand it, points will be deducted]
- \* Did the writer present clear and appropriate organizational skills?
- \* Did the writer use current, relevant, as well as seminal references?
- \* Did the writer display creative and critical thinking?
- \* Did the writer cover all major ideas about this topic?
- \* Did the writer discuss what writer stated would be addressed?
- \* Did writer address criteria set out in the assignment?
- Does the writer come to any conclusions based upon the research and reading undertaken?

**A Few Selected Journals**

American Journal of Family Therapy  
American Journal of Orthopsychiatry  
Arete  
Child and Adolescent Social Work  
Child Welfare  
Clinical Social Work Journal  
Families in Society  
Family Process  
Family Therapy Networker  
Health and Social Work  
Journal of Applied Behavior Analysis  
Journal of Social Service Research  
Research on Social Work Practice  
Social Service Review  
Social Work

Social Work in Education  
Social Work Research  
Social Work with Groups

### **Moonstruck In-Class Assignment**

View the following film: Moonstruck.

- (Before the last [kitchen] scene in the film) This family has presented at the community mental health agency in which you work as a social worker. How would you engage and form a relationship with this family? Who would be present?
- B.** Create a genogram and an ecomap of the family in the film; please use the process as described in your text. On a separate sheet draw and delineate the major triangles and alliances/collusions.
- C.** Analyze and assess- from a family system perspective--three themes depicted in the film; include in your explication how/why each of these three issues is present (i.e. what function does this serve) using concepts from family systems and family life-span development theories and the information provided by the family map in B above.
- D.** Identify, assess, and describe the family's risk and strength factors.
- E.** Delineate worker and family interventions/tasks methods to address **One** of the issues/difficulties/problems you identify in "C" above that incorporates the family's strengths you identified in "D" above.
- F.** Which rules, rituals, and roles were depicted for this family? What function do they serve?
- G.** What personal and/or professional ethical and value conflicts might you experience in working with this family? How would you resolve the ethical/value conflict(s)? What do you know and what do you not know about this family's culture, class, race, ethnicity, spirituality that you would need to know to work effectively with them?

### **SW503 TAKE-HOME MIDTERM EXAM**

**[Please write name and social security number on each page of returned exam]**

Please answer ten questions (choose one question to not answer; you must answer question **11**).

*Answer each part of each question and label each of your answers accordingly. Please use your text, readings, and class notes to answer the following questions:*

- 1.** a) Define and describe what is meant by "boundaries"?  
b) What makes the concept of boundaries a central concept among so many family systems theorists?  
c) Describe the two ends of the continuum in a family's boundaries. Provide two concrete examples (from the text or your experience) which describe each end of this continuum.
- 2.** According to Minuchin (as described in your textbook), there are three subsystems within most family systems that interact and influence each other. Identify, define, and describe each of these three

subsystems. Give three concrete examples (*not descriptions*) of interventions you would use for boundary problems with each subsystem (three examples).

**3.** a) Define and describe what is meant by family rules? Define and describe what is meant by family rituals?

b) Provide concrete examples (from the text or your life experience) for each of these concepts (*no descriptions*).

c) Discuss how these concepts important in our work with families?

**4.** In working with families it is recommended for a social worker to ask “what is the purpose of this behavior?” rather than “what is the origin of this behavior”. Explain each approach, the important differences between these two approaches, as well as the implications for practice.

**5.** Hartman & Laird state that one of the most powerful ways of altering family members’ views of events is to use the *reframing* technique.

a) Define and describe what is meant by “reframing”? Be sure to discuss the different types of reframing.

b) How is reframing such a powerful technique?

c) Provide a concrete example (from the text or your life experience) of how you might reframe an event in a family.

**6.** a) What is a family genogram? Define and describe the components, composition, and process of creating a genogram.

b) How is the construction of a family genogram useful in our work with families?

c) Explain the importance of going back at least three generations in constructing a family genogram.

**7.** a) What is an ecomap? Define and describe the components, composition, and process of creating an ecomap.

b) How does the construction of an ecomap effect the assessment and interventions used with a family?

**8.** a) Define hypotheses in a family-centered context. What is important about formulating tentative hypotheses in working with families?

b) Define homework in a family-centered context. What is gained by giving family homework assignments or directives to do between sessions?

**9.** a) Define and describe what is meant by the “therapeutic paradox”? Define and describe what is meant by the “therapeutic counterparadox”?

b) State and describe the steps involved in using the “therapeutic counterparadox”?

c) Provide a concrete example (from the text or your experience) of how you would use a paradoxical or counterparadoxical intervention with a family.

**10.** The systems concepts of “homeostasis”, “adaptation” and “feedback” are of key importance in our work with families.

a) In your own words, define and describe “homeostasis”. How is this concept important in our work with families?

b) In your own words, define and describe “adaptation”. How is this concept important in our work with families?

c) In your own words, define and describe “feedback”. How is this concept important in our work with families?

d) How are these terms related?

**11.** a) What have you learned or re-learned about yourself as a result of our class readings, case studies, and/or group discussions thus far in this course? b) Discuss how you will apply this (these) “learning(s)” in your practice with families.