

THE UNIVERSITY OF TENNESSEE COLLEGE OF SOCIAL WORK  
Nashville Campus

*SW 523 Clinical Social Work Practice with Families*  
Spring 2003 Credits: 3

**Professor:** Shan Sanders-Wooley  
**Contact:** 373-3487 (home)  
351-0588 (work)

**Day:** Thursdays, 9:00am-11:50  
**Office Hours:** After Class

***The Honor Statement***

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity (*Hilltopics*, 2002).

***Code of Conduct***

It is the student's responsibility to have read the College of Social Work Ethical and Professional Conduct code that is in the CSW MSSW Handbook. [www.csw.utk.edu](http://www.csw.utk.edu)

***Disability***

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the Office of Disability Services at 191 Hoskins Library at 865-974-6087. This will ensure that you are properly registered for services.

***Course Description***

This course focuses on the family as a unit of assessment and intervention in clinical social work practice. Concepts related to understanding and analyzing family dynamics and interactional patterns as understood from the perspective of major family therapy models are presented. Techniques of intervention are considered in terms of their application to families with varied system and individual problems and to families from varied social and cultural backgrounds and of varying configurations. Consideration is also given to family-centered practice in different social work fields of practice and settings, and to the influence of the therapist's own experiential family on one's intervention style.

## ***Rationale***

Social work has traditionally emphasized the influence of the environment and interpersonal relationships on human behavior. Clinical practice with families is both a natural extension of this stance and integral to social work practice from an ecological/ systems perspective.

## ***Course Objectives***

By completion of the course, a student is expected to be able to demonstrate:

1. Knowledge of major concepts used in understanding the dynamics of family interaction and a family-centered approach to social work practice from an ecological/ systems perspective;
2. An understanding of diverse family patterns related to factors such as race, ethnicity, social and economic class, gender, and sexual orientation that may affect interactional patterns both within the family and in their exchange with community systems, including agencies and clinical practitioners;
3. Knowledge of selected major approaches to clinical practice with families (e.g. intergenerational, structural, strategic, solution-oriented) as well as techniques associated with these approaches;
4. The ability to assess both the strengths and vulnerabilities of families, and establish intervention contracts which encourage families to select their own optimal solutions;
5. The ability to develop interventions, based upon sound assessment, that are directed toward achieving the purpose and goals of clinical work with families;
6. An understanding of major ethical issues associated with clinical practice with families, and the ability to formulate decisions consistent with the ethical guidelines of the profession of social work;
7. An understanding of how to evaluate the effectiveness of clinical practice with families;
8. An understanding the significance of experiences in one's own family of origin, and how these impact clinical social work with families.

## ***Required Textbooks***

Nichols, M., Schwartz, R.(2001). *Family Therapy: concepts and methods* (5<sup>th</sup> ed).  
Boston: Allyn & Bacon

## ***Course Requirements and Grade***

### **Class Sessions**

Class session will include lectures and discussion to clarify and supplement assigned readings on course topics and the use of role plays, videotapes, written exercises, and so forth to illustrate and emphasize the application of concepts in practice. Students are expected to attend class and to prepare by doing and thinking about the assigned reading. Please let the instructor know if you will not be in class and take responsibility for obtaining any material that was distributed in your absence.

Except in the case of a medical emergency or personal emergency, a student who wants an extension of time to submit a paper should consult with the instructor in advance. Extension is not automatic, and there may be a grade penalty, depending on the reason an extension is agreed upon.

### **Assignments and Grade**

The course grade will be based on three assignments- a readings journal, a paper, and a simulated family experience and presentation. Guidelines for the three assignments will be distributed on separate handouts. The written paper is due on **April 10, 2003**. Students will sign up for their presentation dates during the first two class periods.

The final grade will be based on these three assignments, each accounting for one third of the final grade.

## ***Course Outline, Calendar and Readings***

### **JANUARY 16**

INTRODUCTION and ADOPTING A FAMILY SYSTEMS PERSPECTIVE

Student and instructor introductions.

Overview of the course, the readings and assignments.

Overview of the different models of family therapy.

Discussion of systems theory as it relates to social work practice.

Divide into simulated families

### **JANUARY 23**

SOCIO-CULTURAL FACTORS IN FAMILY THERAPY

Definitions of family.

An examination of the influence of gender, race, ethnicity, sexual orientation, and feminism in assessment and treatment planning in family therapy.

Policies affecting families.

Required Readings: (Select any 3 of the following articles)

Bograd, M. (1990). "Scapegoating mothers: Conceptual errors in systems formulations." In M.R. Mirkin (Ed). *The social and political contexts of family therapy* (pp.69-85).

Goodrich, T., Rampage, c., Ellman, B., & Halstead, K. (1988). *Feminist family therapy: A Casebook* (pp.21-28).

Laird, J. (1993). "Lesbian and Gay Families." In F. Walsh (Ed.). *Normal family processes* (2<sup>nd</sup> ed.) (pp.282-328).

Levant, R.F. (1997). "Gender equality and the new psychology of men: Comments on the politics of gender in family therapy." *Journal of Marital and Family Therapy*, 23 (4), 439-44.

Martin, C.N. (1997). "The politics of gender in family therapy." *Journal of Marital and Family Therapy*, 23 (4), 421-37.

Pasick, R. (1990) "Raised to Work." In Meth, R. & Pasick, R., et al. *Men in therapy: The challenge of change* (pp.35-53).

Schnitzer, P.K. (1996). "They don't come in: Stories told, lessons taught about poor families in therapy." *America Journal of Orthopsychiatry*, 66 (4), 572-82.

Walsh, F. (1998). "Beliefs, spirituality, and transcendence: Keys to resilience in family therapy. In McGoldrick, M. (Ed.). *Re-Visioning family therapy: Race, culture and gender in clinical practice* (pp. 62-77).

Recommended Readings:

Hartman, A. (1995). "Ideological themes in family policy." *Families in Society*, 76 (3), 182-92.

Walsh, F. (1993). "Conceptualizations of normal family process," pp. 3-24 and pp. 46-60. In *Normal family processes* (2<sup>nd</sup> ed.). (Pages 25-45 are optional).

**JANUARY 30**

**"JOINING" FAMILIES, FIRST SESSIONS**

Required Readings:

Taibbi, Robert (1996) *Doing Family Therapy: Craft and Creativity in Clinical Practice*.

Chapters 1: Family Therapy: Welcome to Oz; Chapter 2: Family Therapy: The Basics;

Chapter 3: In the Beginning: Great Expectations; Chapter 4: Great Beginnings II pp. 1-61.

Haley, Jay (1987) *Problem Solving Therapy*. Chapter 1: Conducting the First Interview

Nichols and Schwartz (2001) *Family Therapy: concepts and methods*. Chapter 3: Early Models and Basic Techniques: Group Process and Communications Analysis pp 85-99

Recommended Readings:

Boyd-Franklin, N. (1989). *Black families in therapy: A multisystems approach*.

Chapter 1: Black, Afro-American Families in Therapy: An Overview; Chapter 6: Therapist's Use of Self and Value Conflicts with Black Families

## **FEBRUARY 6**

### FAMILY THERAPY PIONEERS AND ENDURING CONCEPTS IN FAMILY THERAPY

Lessons from early models

Meta-concepts: power, boundaries, rules, roles, subsystems

Required Readings:

Nichols, M.P. & Schwartz, R.C. (2001). *Family therapy: Concepts and methods*. (5<sup>th</sup> ed.). Chapter 4: The Fundamental Concepts of Family Therapy

McGoldrick, et al. Chapter 1: Genograms: Mapping Family Systems; Chapter 2: Developing a Genogram to Track Family Patterns; Chapter 3: Interpreting Family Structure from Genograms.

Recommended Readings:

Boyd-Franklin, N. (1989). *Black families in therapy: A multisystems approach*. Chapter 8: The Multisystems Approach to the Treatment of Black Families; Chapter 9: The Multisystems Approach to the Treatment of Poor Black Families

## **FEBRUARY 13**

### A MULTIGENERATIONAL PERSPECTIVE

Murray Bowen's model of family therapy

In class genograms and discussion

Required Readings:

Nichols, M. & Schwartz, R.. (2001). *Family therapy: Concepts and methods* (5<sup>th</sup> ed.). Chapter 5, "Bowen Family Systems Therapy"

Knudson-Martin, C. (1994). "The female voice: Applications to Bowen's family systems theory." *Journal of Marital and Family Therapy*, 20 (1), 35-45.

## **FEBRUARY 20**

## STRUCTURAL FAMILY THERAPY: Theory

A review of major concepts in Structural Family therapy

A Family Therapy Video-tape

### Required Readings:

Nichols, M.P. & Schwartz, R.C. (2001). *Family therapy: Concepts and methods*. (5<sup>th</sup> ed.). Chapter 8, "Structural Family Therapy," pp235-264

### Recommended Reading:

Aponte, H. & Van Deusen, J. (1981). In *Handbook of Family Therapy, Vol. I*. Gurman and Kniskern (Eds.) Chapter 9, "Structural Family Therapy," pp. 310-358.

## **FEBRUARY 27**

### INTRODUCTION TO SYSTEMIC AND STRATEGIC THERAPIES and APPLYING COGNITIVE BEHAVIORAL STRATEGIES IN FAMILY THERAPY

#### Required Readings:

Nichols, M.P. & Schwartz, R.C. (2001). *Family therapy: Concepts and methods*. (5<sup>th</sup> ed.). Chapter 11: From Strategic to Solution-Focused: The Evolution of Brief Therapy. pp347-371

Nichols, M.P. & Schwartz, R.C. (2001). *Family therapy: Concepts and methods*. (5<sup>th</sup> ed.). Chapter 9: Cognitive-Behavioral Family Therapy pp.265-299

An in-class overview of these technique driven theories

## **MARCH 6**

### POST-MODERN FAMILY THERAPY: Theory

An overview of post-modern theory

The relevance to managed care settings

Solution-focused and Solution- Oriented family therapy

#### Required Readings:

Nichols, M.P. & Schwartz, R.C. (2001). *Family therapy: Concepts and methods*. (5<sup>th</sup> ed.). Chapter 10: Family Therapy Enters the Twenty-First Century. pp 307-341

Nichols, M.P. & Schwartz, R.C. (2001). *Family therapy: Concepts and methods*. (5<sup>th</sup> ed.). Chapter 11: From Strategic to Solution-Focused: The Evolution of Brief Therapy. pp.371-382

#### Recommend Readings:

O'Hanlon, W., Weiner-Davis, M. (1989). *In search of solutions*. New York: W.W. Norton & Co., Chapter 2: Challenging Assumptions: Furnishing Premises for Solution-Oriented Therapy.

Berg, I. K. (1994). *Family based services: A solution-focused approach*. New York: W.W. Norton & Co., Chapter 6: Useful Questions and Other Interviewing Techniques; Chapter 7: Conducting a Family Session.

### **MARCH 13**

#### POST-MODERN FAMILY THERAPY: NARRATIVE FAMILY THERAPY

##### Required Readings:

Weingarten, K. (1998). "The small and the ordinary: The daily practice of a postmodern narrative therapy." *Family Process*. Pp. 3-15.

Nichols, M. & Schwartz, R.C. (2001) *Family Therapy: concepts and methods* Chapter 12: Narrative Therapy pp.387-411

##### Recommended Reading:

See Instructor

Overview of Narrative Family Therapy

Videotape shown in class

### **MARCH 20**

**NO CLASS**

**SPRING BREAK**

### **MARCH 27**

#### FAMILY THERAPY TECHNIQUES REVIEWED RESEARCH CONSIDERATIONS

##### Required Readings:

Nichols and Schwartz. (2001). *Family therapy: Concepts and methods*. (5<sup>th</sup> ed.). "Family therapy research: Science into practice, practice into science." Chapter 15: Family Therapy Research: Science into Practice, Practice into Science pp. 485-51

Reid, W. (1993). "Fitting the single-system design to family treatment." *Journal of Social Science Research*. Pp. 88-99.

### **APRIL 3**

## COUPLES THERAPY

Assessing couples and an overview of couples therapy  
Divorce and its impact on families  
Step-families – critical issues for assessment and treatment

### Required Readings:

Taibbi, Chapter 11: Getting to the Core: Couple Work in Family Therapy; Chapter 12: Couple Repair.

Walsh, Froma. (1991). "Promoting healthy functioning in divorced and remarried families." Chapter 17; pp. 525-545. In *Handbook of family therapy, Vol. II*.

## **APRIL 10**

ETHICAL CONSIDERATIONS and VALUES  
CONSUMERS, CLIENTS, OR PATIENTS??

### Required Readings:

Denton, Wayne. (1989). "DSM-III-R and the family therapist: Ethical considerations." *Journal of marital and family therapy*. pp. 367-375.

Johnson, H. et al. (1995). "Professional ethics and parents as consumers: How are we doing?" *Families in society*. pp. 408-420.

### Recommended Reading:

Rober, P. (1998). "Reflections on ways to create a safe therapeutic culture for children in family therapy." *Family Process*, 37 (2), pp. 201-13.

## **APRIL 17**

### SUMMARY

Comparison of models and their differential application to practice.  
Integrative models  
Becoming a family therapist in the future: training and supervision.

### Required Reading:

Nichols and Schwartz. (2001). *Family therapy: Concepts and methods*. (5<sup>th</sup> ed). Chapter 13: Integrative Models; Chapter 14: Comparative Analysis pp. 413-484

## **APRIL 24**

IDENTIFYING AND BUILDING ON YOUR OWN STRENGTHS AS A FAMILY  
CENTERED SOCIAL WORKER

Developing teaching tales  
Bringing humor to the table  
Stress management  
Enjoying families

Required Reading:

Taibbi, Robert (1996) DOING FAMILY THERAPY *Craft and Creativity in Clinical Practice*.  
Chapter 5: The Middle Stages: Are We There Yet?; Chapter 6: Endings; Parting is Such  
Sweet Sorrow; Chapter 14: Staying Sane: Survival Tips for Therapists

LAST CLASS

CLASS SHARING AND SAYING GOODBYE  
SURPRISE ACTIVITY AND INSTRUCTOR FEEDBACK  
COURSE EVALUATION

## ***Sources of Additional Required Readings***

- Berg, I. K. (1994). *Family based services: A solution-focused approach*. New York: W. W. Norton & Co.
- Boyd-Franklin, N. (1989). *Black families in therapy: A multisystems approach*. New York: The Guilford Press.
- Carter, B. & McGoldrick, M. (Eds.). *The changing family life cycle*. (2<sup>nd</sup> ed.). New York: The Gardner Press.
- Goldenberg, I., & Goldenberg, H. (1996). *Family therapy: An overview*. (4<sup>th</sup> ed.). Pacific Grove: Brooks/Cole Publishing Co.
- Goodrich, T.J., Rampage, C., Ellman, B., & Halstead, K. (1988). *Feminist family therapy: A casebook*. New York: W. W. Norton & Co.
- Gurman, A. S., & Kniskern, D. P. (1991). *Handbook of family therapy, Volume II*. New York: Brunner/Mazel.
- Haley, Jay.(1987) *Problem Solving Therapy*. San Francisco: Jossey-Bass.
- McGoldrick, M.,Gerson,R.,and Shellenberger, S. (1999). *Genograms: assessment and intervention*. (2<sup>nd</sup> ed). New York: W.W. Norton & Company
- McGoldrick, M. (Ed.). (1988). *Re-visioning family therapy: Race, culture, and gender in clinical practice*. New York: The Guilford Press.
- Meth, R.L. & Pasick, R.S. (1990). *Men in therapy: The challenge of change*. New York: The Guilford Press.
- Mirkin, M.P. (Ed.). (1990). *The social and political contexts of family therapy*. Boston: Allyn & Bacon.
- Nichols, M.P. & Schwartz, R.C. (2001). *Family therapy: Concepts and methods*. (5<sup>th</sup> ed.). Boston: Allyn & Bacon.
- O'Hanlon, W. H., & Weiner-Davis, M. (1989). *In search of solutions: A new direction in psychotherapy*. New York: W. W. Norton & Co.
- Reid, W.J. (1985). *Family problem-solving*. New York: Columbia University Press.
- Walsh, F. (Ed.). (1993). *Normal family processes*. (2<sup>nd</sup> ed.). New York: The Guilford Press.

Taibbi, R. (1996). *Doing family therapy: Craft and creativity in clinical practice*. New York: The Guilford Press

All required readings are photocopied and are on reserve under the authors' last names.