

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

**SW 523 CLINICAL SOCIAL WORK WITH FAMILIES**

Course Outline  
Spring 2004

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**COURSE REQUIREMENTS/EVALUATION PLAN:**

Genogram, ecomaps, and timeline, and paper.....	(100 points)	25%
Genogram, ecomaps, and timeline presentation.....	(100 points)	25%
In-class family therapy role-plays and interventions skills rehearsals.....	(50 points)	15%
Family therapy skills and interventions demonstration.....	(100 points)	25%
Reaction paper assignment.....	(50 points)	15%

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]
  - a) Did the writer present clear and appropriate organizational skills?
  - b) Did the writer use current, relevant, as well as seminal references?
  - c) Did the writer display creative and critical thinking?

- d) Did the writer cover all major ideas about this topic?
- e) Did the writer discuss what writer stated would be addressed?
- f) Did writer address criteria set out in the assignment?
- g) 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

### **Class Focus**

The triple focus for the class shall be 1) examining our current and past family constellations, patterns, and prescriptions; 2) learning the theory and intervention skills of various therapy models; and 3) rehearsing and applying class content so as to develop familiarity and skills with various family practice approaches for use in clinical social work practice settings.

### **Format**

Each class meeting will be roughly divided into two parts: 1) class discussion and 2) experiential learning. Students are expected to attend class and to prepare for the sessions by reading and thinking about assigned materials prior to each class. Past student feedback has indicated the desire for hands-on material and clinical skills practice. Therefore, please read the assignments before each class so as to facilitate class time for theory clarification and skills practice.

### **Texts:**

(Required) Becvar , Dorothy Stroh and Becvar , Raphael J. 2003 . *Family Therapy: A Systemic Integration*. (fifth edition). Boston: Allyn & Bacon.

(Required) McGoldrick, Monica and Gersen, Randy and Shellenberger, Sylvia. 1998. *Genograms; Assessment and Intervention* (2<sup>nd</sup> ed.). New York: W. W. Norton.

(Supplemental) Hartman, Ann and Laird, Joan. 1983. *Family-Centered Social Work Practice*. New York: Free Press.

(Supplemental) Carlson, Jon and Kjos, Diane. 2002. *Theories and Strategies of Family Therapy*. Boston: Allyn and Bacon.

(Supplemental) Goldenberg, Irene and Goldenberg, Herbert. 2000. *Family Therapy: An Overview*. (5<sup>th</sup> Edition). Belmont, CA: Brooks/Cole.

(Supplemental) Walsh, Froma (ed). 2003. *Normal Family Processes*. (3rd edition). New York: The Guilford Press.

(Supplemental) Guerin, Philip J. et al. 1996. *Working with Relationship Triangles: The One-Two-Three of Psychotherapy*. New York: The Guilford Press.

(Supplemental) Walter, John L. and Peller, Jane E. 1992. *Becoming Solution Focused in Brief Therapy*. New York: Brunner/Mazel.

(Supplemental) Nichols, Michael P. and Schwartz, Richard C. 2004. *Family Therapy: Concepts and Methods*, 6<sup>th</sup> edition. Boston: Allyn and Bacon.

## **COURSE CONTENT OUTLINE**

(The dates for the assigned readings are somewhat arbitrary as many of them could be assigned for other content areas. Please keep this in mind and read what you need when you need it. Much effort has been expended to make the readings varied, inclusive, and applicable)

### **Class 1: 1/15/04**

[**Note:** If you have done ecomaps, genograms, etc. of your family of origin previously, it may be helpful to bring them to class; bring also tape, colored markers, clear paper, etc.]

#### *Class Discussion*

Course introduction and overview; The historic context; the cybernetic epistemology ; assessment: genogram, ecomap, timeline, and biographies; a review and elaboration of the language and concepts of family systems theory: themes, boundary assessment, triangles, alliances, collusions, etc

#### *Experiential*

Interview a classmate and generate: genogram, ecomap, timeline, and biographies

#### *Readings*

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

\*McGoldrick, Monica. 2002. Using Genograms to Map Family Patterns from *Social Work Desk Reference*. Edited by A. R. Roberts and G. J. Greene. Oxford University Press: New York. p. 233-245.

\*McGoldrick, Monica and Gersen, Randy and Shellenberger, Sylvia. 1998. *Genograms; Assessment and Intervention* (2<sup>nd</sup> ed.). New York: W. W. Norton.

\*Glossary from Goldenberg, Irene and Goldenberg, Herbert. 2000. *Family Therapy: An Overview*. (5<sup>th</sup> Edition). Belmont, CA: Brooks/Cole. Pages 434-447.

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

### **Class 2: 1/22/04**

#### *Class Discussion (continued)*

The historic context; the cybernetic epistemology ; assessment: genogram, ecomap, timeline, and biographies; a review and elaboration of the language and concepts of family systems theory: especially the concepts of triangulation, nuclear family emotional process, family projection process, sibling position, and emotional cutoff.

### *Experiential*

Continue with the interview of a classmate and generate: genogram, ecomap, timeline, and biographies;

### *Readings*

\*Chapters 2, 3, and 4. Becvar, Dorothy Stroh and Becvar, Raphael J. 2003. *Family Therapy: A Systemic Integration*. (fifth edition). Boston: Allyn & Bacon.

\*Chapters 1, 4, and 5. Hartman, Ann and Laird, Joan. 1983. *Family-Centered Social Work Practice*. New York: Free Press.

### **Class 3: 1/29/04**

#### *Class Discussion*

Assessment: The McMaster Model; The Beaver Model; A Family Resilience Framework, the family life cycle; ethnicity, cultural diversity, and normality; evaluation of family practice

### *Experiential*

Continue with the interview of a classmate and generate: genogram, ecomap, timeline, and biographies. Practice using the McMaster model, the Beaver model, and the family resilience framework

### *Readings*

\*Walsh, Froma. 2002. A Family Resilience Framework For Intervention and Prevention from *Social Work Desk Reference*. Edited by A. R. Roberts and G. J. Greene. Oxford University Press: New York. P. 245-251.

\*Chapter 2&4. Walsh, Froma (ed). 2003. *Normal Family Processes*. (3<sup>rd</sup> edition). New York: The Guilford Press.

\*Chapters 8 and 9. Hartman, Ann and Laird, Joan. 1983. *Family-Centered Social Work Practice*. New York: Free Press.

\*Chapter 14. Becvar, Dorothy Stroh and Becvar, Raphael J. 2003. *Family Therapy: A Systemic Integration*. (fifth edition). Boston: Allyn & Bacon.

\*Chapter 17. Becvar, Dorothy Stroh and Becvar, Raphael J. 2003. *Family Therapy: A Systemic Integration*. (fifth edition). Boston: Allyn & Bacon.

\*Chapter 15. Goldenberg, Irene and Goldenberg, Herbert. 2000. *Family Therapy: An Overview*. (5<sup>th</sup> Edition). Belmont, CA: Brooks/Cole. Pages 434-447.

\*Chapters 10, 11, 12, and 14. Walsh, Froma (ed). 1993. *Normal Family Processes*. (2<sup>nd</sup> edition). New York: The Guilford Press.

### **Class 4: 2/5/04**

#### *Class discussion*

The Bowenian Approach

### *Experiential*

detriangulation, family sculpting, differentiation, neutrality, track and shift, solo family of origin visits, process questions, relationship experiments, triangle neutralization, coaching, the I-position, displacement stories

### *Readings*

\*McGoldrick, Monica and Gersen, Randy and Shellenberger, Sylvia. 1998. *Genograms; Assessment and Intervention* (2<sup>nd</sup> ed.). Chapter 4. Family relational patterns and Triangles. New York: W. W. Norton. p. 101-114.

\*Papero, Daniel V. 2002. Bowen Family Systems Therapy from *Social Work Desk Reference*. Edited by A. R. Roberts and G. J. Greene. Oxford University Press: New York. P. 273-276.

\*Chapter 7. Becvar , Dorothy Stroh and Becvar , Raphael J. 2003 . *Family Therapy: A Systemic Integration*. (fifth edition). Boston: Allyn & Bacon.

\*Chapter 6. Carlson, Jon and Kjos, Diane. 2002. *Theories and Strategies of Family Therapy*. Boston: Allyn and Bacon.

\*Chapters 10 and 11. Hartman, Ann and Laird, Joan. 1983. *Family-Centered Social Work Practice*. New York: Free Press.

\*Chapters 2, 3, 4, 5, and 6. Guerin, Philip J. et al. 1996. *Working with Relationship Triangles: The One-Two-Three of Psychotherapy*. New York: The Guilford Press.

### **Class 5: 2/12/04**

*(Each student must meet with the instructor prior to the presentation to review content and ask questions)*

**Genogram, ecomaps, and timeline, and papers due**

**Genogram, ecomaps, and timeline presentations**

### **Class 6: 2/19/04**

*(Each student must meet with the instructor prior to the presentation to review content and ask questions)*

**Genogram, ecomaps, and timeline presentations**

### **Class 7: 2/26/04**

*Class Discussion*

The Structural Approach

### *Experiential*

Family mapping, homework, enactment, teaching boundaries and subsystems, boundary making, mimesis, unbalancing, tracking, structural reorganization, highlighting and modifying interactions, restructuring transactional patterns

### *Readings*

\*Aponte, Harry. 2002. Structural Family therapy from *Social Work Desk Reference*. Edited by A. R. Roberts and G. J. Greene. Oxford University Press: New York. P. 263-267.

\*Chapter 9. Becvar , Dorothy Stroh and Becvar , Raphael J. 2003 . *Family Therapy: A Systemic Integration*. (fifth edition). Boston: Allyn & Bacon.

\*Chapter 1. Carlson, Jon and Kjos, Diane. 2002. *Theories and Strategies of Family Therapy*. Boston: Allyn and Bacon.

\*Chapters 12 and 13. Hartman, Ann and Laird, Joan. 1983. *Family-Centered Social Work Practice*. New York: Free Press.

### **Class 8: 3/4/04**

#### *Class Discussion*

The Strategic Approach

#### *Experiential*

reframing, paradox, counterparadox, prescribing, teaching, redefining, restraining, positioning, pretending, ordeals, the invariant prescription, circular questions, rituals, directives, metaphoric task, use of contextual language, neutrality, hypothesizing, positive connotation  
(if time allows) Rehearse for demonstrations

#### *Readings*

\*Greene, Gilbert. 2002. The Mental Research Institute Approach to Strategic Therapy from *Social Work Desk Reference*. Edited by A. R. Roberts and G. J. Greene. Oxford University Press: New York. P. 125-130.

\*Grove, David. 2002. Strategic Family therapy from *Social Work Desk Reference*. Edited by A. R. Roberts and G. J. Greene. Oxford University Press: New York. P. 268-272.

\*Chapter 11. Becvar, Dorothy Stroh and Becvar, Raphael J. 2003. *Family Therapy: A Systemic Integration*. (fifth edition). Boston: Allyn & Bacon.

\*Chapter 4. Carlson, Jon and Kjos, Diane. 2002. *Theories and Strategies of Family Therapy*. Boston: Allyn and Bacon.

\*Chapter 14. Hartman, Ann and Laird, Joan. 1983. *Family-Centered Social Work Practice*. New York: Free Press.

\*Chapter 11. Goldenberg, Irene and Goldenberg, Herbert. 2000. *Family Therapy: An Overview*. (5<sup>th</sup> Edition). Belmont, CA: Brooks/Cole. Pages 434-447

### **Spring Break 3/11/04**

### **Class 9: 3/18/04**

#### *Class Discussion*

The Solution Oriented Approach

#### *Experiential*

The miracle question, exceptions, changing doing/viewing/context, O'Hanlon's 10 interventions (speaking the client's language, presupposing change questions, multiple choice questions, therapeutic interruption, normalizing the problem, summarizing with a twist, utilization, providing obvious solutions, introducing doubt, future focus)

#### *Readings*

\*De Jong, Peter. 2002. Solution-Focused Therapy from *Social Work Desk Reference*. Edited by A. R. Roberts and G. J. Greene. Oxford University Press: New York. P. 112-115.

\*Chapter 13. Becvar , Dorothy Stroh and Becvar , Raphael J. 2003 . *Family Therapy: A Systemic Integration*. (fifth edition). Boston: Allyn & Bacon.

\*Chapter 9. Carlson, Jon and Kjos, Diane. 2002. *Theories and Strategies of Family Therapy*. Boston: Allyn and Bacon.

\*Chapters 2, 5, 6, 12, and 13. Walter, John L. and Peller, Jane E. 1992. *Becoming Solution Focused in Brief Therapy*. New York: Brunner/Mazel

**Class 10: 3/25/04**

Continuing experiential practice of family therapy techniques

**Class 11: 4/1/04**

*Prepare and rehearse for demonstrations*

**Class 12: 4/8/04**

*Prepare and rehearse for demonstrations*

**Class 13: 4/15/04**

**Family Therapy Skills and Interventions Demonstrations**

**Class 14: 4/22/04**

**Family Therapy Skills and Interventions Demonstrations**

**Reaction papers due**

**COURSE ASSIGNMENTS**

**Genogram, Ecomaps, and Timeline, and Paper (and Presentation)**

1-Create a three generation genogram of a classmate's family of origin (please include a 'key' for your symbols on the genogram).

Please include for each family 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 a classmate's family system's ecological map at three points in time:

- h) at a time of relative stability for your family of origin
- i) at the most stressful time for your family of origin
- j) at this point in time (now); your current family constellation

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) should be drawn on regular sized paper (several sheets may be combined if necessary). Use creative means to make the projects readable, clear, and uncluttered (cut-aways, colors, separate sheets for different dynamic representations, etc.)

**3-**Create a time line of your classmate's family of origin dating from the parent's joining and continuing in to the present with your classmate's current family constellation.

**4-**Create biographies of all your classmate's relevant family members that will be used in future role plays and demonstrations. Who you choose to write about and what information you include will be determined by what family members will be included in your role play and what problem your selected intervention(s) will address.

**5-**Write a paper and prepare a presentation/discussion in which you share with the class the above assignments (as co-constructed with your classmate) as well as the following information (generated by you individually):

- a)- at least one meta rule for the transgenerational family with descriptions of 2 demonstrations of that rule in the family
- b)- at least two transgenerational family rules with descriptions of the demonstration of each
- c)- identification of the present 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 boundary, relationship pattern, triangle, alliance and collusion information you have discovered from the above assignments
- h)-Discuss what you have learned about the following Bowenian concepts (as they apply to you and your family) while doing this assignment: triangulation, nuclear family emotional process, family projection process, sibling position, and emotional cutoff.

*Note-This assignment's purpose is to help you 1) identify patterns and dynamics in your family constellations; 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 type your paper. Please read the instructions carefully and ask questions about these instructions if you don't understand them..*

*Parts 1,2,3, and 4 of this assignment are to co-constructed with a classmate during the experiential half of class on 6/3/03, 6/5/03, and 6/10/03. As you complete this part of the assignment you are to act as if you are a therapist (or client when you switch roles) in session and have decided as a part of treatment to co-construct a genogram, three ecomaps, and a timeline.*

*Part 5 of this assignment is to be done by you alone and handed in on the assignment due date (6/12/03) with the materials you have co-constructed with your classmate. You will hand in YOUR family's genogram, ecomaps, timeline, and biographies and your classmate will hand in her/his genogram etc. . **Approximately 10-12 pages and Due 2/12/04.***

*When you make your in-class presentation of this material (genogram, ecomaps, timeline, and paper) you will have approximately 15 minutes and will probably need to organize and edit considerably. Please be creative (overheads, chalkboard, handouts, PowerPoint, etc.) and share what you consider the most relevant and important material you have gleaned from the assignment process you have just undertaken. Please pay special attention to the concepts in your readings and that have been discussed in class. Your objective is to teach the class about your family through a Bowenian and family-centered perspective. Therefore, the focus will not be on events and personalities (although, of course, these are important and will be included somewhat) but family dynamics and interactional patterns and process.*

### **In Class Family Therapy Role-Plays & Intervention Skills Rehearsals**

Students will practice and be evaluated on some of the following intervention skills: genogram, ecomap, timeline, and biographies; themes, boundary assessment, triangles, alliances, collusions, detriangulation, family sculpting, teaching differentiation, 'track and shift', solo family of origin visits, process questions, neutrality, relationship experiments, triangle neutralization, coaching, the I-position, displacement stories, homework, enactment, teaching boundaries and subsystems, boundary making, mimesis, unbalancing, tracking, structural reorganization, highlighting and modifying interactions, restructuring transactional patterns, reframing, paradox, counterparadox, prescribing, teaching, redefining, restraining, positioning, pretending, ordeals, the invariant prescription, circular questions, rituals, directives, metaphoric task, use of contextual language, hypothesizing, positive connotation, the miracle question, exceptions, changing doing/viewing/context, O'Hanlon's 10 interventions (speaking the client's language, presupposing change questions, multiple choice questions, therapeutic

interruption, normalizing the problem, summarizing with a twist, utilization, providing obvious solutions, introducing doubt, future focus).

### **Family Therapy Skills & Interventions Demonstration**

Each student will pick a problem to be addressed with their family of origin or current family constellation. The student will be the therapist in the demonstration; this demonstration therapy session can happen anytime in the past or present. The student may choose to have an actor play her/him self (or not) during the session (depending on who you want present in the session. Each student will pick several intervention techniques to demonstrate. The techniques can be from a single family therapy approach or they can be taken from several approaches and combined creatively.

The demonstration will include three parts: 1) a brief summary and case conceptualization as well as an introduction to the family members (played by class peers for the role play) by the student; 2) the demonstration role play; 3) a review and discussion of the demonstration with the class (led by the student).

Each student will pick several classmates (2 or more) to act as family members for the demonstration. Please be succinct, as you will only have 15 minutes for the entire demonstration and presentation. Please do not write dialogue, but give the actors the biographic sketches you have prepared from the first assignment. Discuss the problem to be enacted and the dynamics between family members. Please rehearse this with your classmates outside of class time. **Occurs on 4/15/04 and 4/22/04**

### **Reaction Paper Assignment**

*(Note: Please wait until the last week of class to do this assignment.)*

Please provide an analysis of your learning as related to the activities undergone in class with special attention directed to the impact made upon your personal differentiation as well as upon the use of clinical conceptualizations and skills that may be applicable in future clinical work with families. The purpose of this assignment is to help you integrate and assimilate the knowledge and experiences gleaned from this course and to encourage thought about future application (i.e. How will I use what I've learned when I am a clinician? How has what I have learned affected my personal growth?). 5-7 pages. **Due 4/22/04**

### **A FEW FOUNDATIONAL REFERENCES FOR FAMILY THERAPY**

*(in no particular order)*

Satir, Virginia. 1983. *Conjoint Family Therapy*, 3<sup>rd</sup> ed. Pal Alto: Science and Behavior Books, Inc.

Bateson, Gregory. 1972. *Steps to an Ecology of Mind*. Chicago: The University Of Chicago Press.

Minuchin, Salvador. 1974. *Families And Family Therapy*. Cambridge: Harvard University Press.

Minuchin, Salvador and Fishman, Charles H. 1981. *Family Therapy Techniques*. Cambridge: Harvard University Press.

Akerman, Nathan W. 1958. *The Psychodynamics Of Family Life*. New York: Basic Books Inc.

Palazzoli et al. 1978. *Paradox and Counterparadox*. New York: Jason Aronson Inc.

Bertalanffy, Ludwig von. 1968. *General Systems Theory*. New York: George Braziller Inc.

Madanes, Cloe. 1981. *Strategic Family Therapy*. San Fransisco: Jossey-Bass Publishers.

Carter, Betty and McGoldrick, Monica (eds). 1989. *The Changing Family Life Cycle* (2<sup>nd</sup> ed.) Boston: Allyin and Bacon.

Bowen, Murray. 1978. *Family Therapy In Clinical Practice*. New York: Jason Aronson.

Guerin, p. J. 1976. *Family Therapy: Theory and Practice*. New York: Gardner Press.

Haley, Jay. 1987. *Problem Solving Therapy*. (2<sup>nd</sup> ed.). San Fransisco: Jossey-Bass.

Kerr, Michael and Bowen, Murray. 1988. *Family Evaluation*. New York: Norton

Whitaker, Carl A. and Bumberry, William M. 1988. *Dancing With the Family: A Symbolic-Experiential Approach*. New York: Brunner/Mazel

### **A FEW SUPPLEMENTAL READING POSSIBILITIES**

*(in no particular order)*

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.

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.

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.

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

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

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.

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.

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.

Andrus, G. & Ruhlin, S. (1998). Empowerment practice with homeless people or families. In L.M. Gutierrez, R. J. Parsons & E.O. Cox (Eds.),

*Empowerment in social work practice: A source book* (pp. 110-129).  
Pacific Grove CA: Brooks/Cole.

Devore, W. & Schlesinger, E. G..(1999) Ethnic-Sensitive Practice With Families (Chapter 11). In *Ethnic-Sensitive Social Work Practice* (5th edition). pp. 243-260. Needham Heights, MA: Allyn & Bacon

Dungee-Anderson, Delores; Beckett, Joyce O (1995). A Process Model For Multicultural Social Work Practice. *Families In Society*, 10/95.

Kruzich, J.M. et al. (2002). Voices of African American families: Perspectives on Residential Treatment. *Social Work*. Vol. 47; no.4. pp461-469.

Mason, Alex W. and Windle, Michael. (2002). Family, religious, School, and Peer Influences on Adolescent Alcohol Use. *The Prevention Researcher*. Vol. 9; no. 3. pp. 6-7

Swendsen, J. D. et al. 2002. Are personality traits familial risk factors for substance use disorders? Results of a controlled family study. *The American Journal of Psychiatry*. Vol. 159, no. 10. Pp. 1760-1766.

### **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.

\_\_\_\_\_

student printed name

\_\_\_\_\_

date

\_\_\_\_\_

student signed name

\_\_\_\_\_

witness printed name

\_\_\_\_\_

date

\_\_\_\_\_

witness signed name

**Sign up sheet for the genogram, ecomaps, timeline, and paper presentation**

First class presentation day

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

Second class presentation day

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

**Sign up sheet for the family therapy skills and interventions demonstration**

*(please sign your name and list the intervention(s) to be demonstrated)*

First class presentation day

- 1.
- 2.
- 3.
- 4.

- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

Second class presentation day

- 1.
- 2.
- 3.
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