

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

**SW 523 – Clinical Social Work Practice with Families**

Course Outline  
Spring 2006

**Instructor: Assistant Professor and Director, Veterinary Social Work**

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**COURSE REQUIREMENTS/EVALUATION PLAN:**

Personal Genogram; Timeline; and Paper.....	100 points; 25%
Analysis of Simulated Family Experience.....	100 points; 25%
Simulated Family Group Presentations.....	100 points; 25%
Class Attendance & Participation .....	100 points; 25%
<u>Total</u>	400; 100%

As adult learners, students are expected to act responsibly with regard to completing assignments and attending class. Students should let the instructor know, at least 24 hours in advance, if s/he will not be in class and take responsibility for obtaining any material that was distributed or completed during the missed class. There will be grade penalties for late papers, late assignments, and/or missing class.

**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 include an introduction to prepare reader for what will be covered in the paper?
- Did the writer clearly state the purpose of the paper ? Did he/she achieve that purpose?
- Did the writer organize the paper in a way that one idea flows into the next?
- Did the writer appropriately label and discuss each section of his/her paper?
- Did the writer provide a thoughtful analysis of this topic by integrating relevant information (integrating appropriate references)?
- Did the writer use concrete examples to clarify and support his/her points?
- Did the writer display creative, critical, and insightful thinking?
- Does the writer come to any conclusions based upon the research and reading undertaken?

**Texts:**

(Required) Becvar , Dorothy Stroh and Becvar , Raphael J. 2006 . *Family Therapy: A Systemic Integration*. (sixth 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.

**Reserve Reading:** Reserved readings available at UT Libraries Course Reserve. Type in "Social Work 523 Strand", without the quotation marks.

**COURSE CONTENT OUTLINE**

***Note:*** *This is a tentative course outline and is subject to change. The instructor will inform students which readings to focus on for each class. For the first class, all readings are essential.*

**Class 1: 1/12/06                      **THE ESSENTIALS OF FAMILY TREATMENT****

Course Introduction and Overview

Readings:

- Becvar & Becvar; Chapters 1: Two Different Worldviews & Chapter 2: The Historical Perspective (pgs 1-53)

Reserve Readings:

- Nichols and Schwartz (2004). The Essentials of Family Therapy. Pearson Education, Inc. Boston, MA: Chapter 4: The Fundamental Concepts of Family Therapy (pgs 58-82).

**Class 2: 1/19/06                      **FAMILY ASSESSMENT I****

Readings:

- McGoldrick, Gerson & Shellenberger, Chapter 1: Genograms: Mapping Family Systems; Chapter 2: Developing a Genogram to Track Family Patterns; Chapter 3: Interpreting Family Structure from Genograms (pgs 63-99) (pgs 1-99)
- Becvar & Becvar; Chapters 3: The Paradigmatic Shift of Systems Theory & 4: Postmodernism and Family Therapy (pgs 63-102)

Reserve Readings:

- Hartman, A. (1995). Diagrammatic assessment of family relationships. *Families in Society*, 76, 111-122
- Walsh, Froma (2003). *Changing families in a changing world*. In Normal Family Processes (3<sup>rd</sup> edition). Ed by Norma Walsh. New York: The Guilford Press, pgs 1- 26

- Walsh, Froma (2003). *Clinical views of family normality, health, and dysfunction: From deficits to strengths perspective*. In Normal Family Processes (3<sup>rd</sup> edition). Ed by Norma Walsh. New York: The Guilford Press, pgs 26- 60.

### **Class 3: 1/26/06**

### **FAMILY ASSESSMENT II**

#### Readings:

- Becvar and Becvar: Chapter 5: The Family: Process, Development, and Context (pgs 104-130)  
Becvar & Becvar: Chapter 14: Family Assessment (pgs 277- 292)

#### Reserve Readings:

- Olsen & Gorall (2003). *Circumplex model of marital and family systems*. In Normal Family Processes (3<sup>rd</sup> edition). Ed by Norma Walsh. New York: The Guilford Press, pgs 514-547
- Beavers and Hampson (2003). *Measuring family competence: The Beavers Systems Model*. In Normal Family Processes (3<sup>rd</sup> edition). Ed by Norma Walsh. New York: The Guilford Press, pgs 549-580
- Eptstein, Ryan, Bishop, Miller, & Keitner (2003). *The McMaster Model: A view of healthy family functioning*. In Normal Family Processes (3<sup>rd</sup> edition). Ed by Norma Walsh. New York: The Guilford Press, pgs 581-607

### **Class 4: 2/2/06:**

### **DIVERSITY AND FAMILY THERAPY**

#### Reserve Readings:

- Arnold (2002) . *Culture-Sensitive Family Therapy*. In Theories and Strategies of Family Therapy. Eds. Jon Carlson& Diane Kjos. Boston: Allyn and Bacon: (pgs 19-40)
- Laird (2003). *Lesbian and gay families*. In Normal Family Processes (3<sup>rd</sup> edition). Ed by Norma Walsh. New York: The Guilford Press, pgs 176-209
- Boyd-Frankin (2003). *Race, class, poverty*. In Normal Family Processes (3<sup>rd</sup> edition). Ed by Norma Walsh. New York: The Guilford Press, pgs 260-279.
- Falicov (2003). *Immigrant family processes*. In Normal Family Processes (3<sup>rd</sup> edition). Ed by Norma Walsh. New York: The Guilford Press, pgs 280-300.
- Goldenberg & Goldenberg (2004) Family Therapy: An overview. Belmont, CA: Brooks/Cole: Chapter 3: Gender, Culture, Ethnicity Factors in Family Functioning (pgs. 50-68)

### **Class 5: 2/9/06**

### **THE BOWENIAN APPROACH**

## Readings:

- McGoldrick, Gerson & Shellenberger, Chapter 4: Family Relational Patterns and Triangles, Chapter 5: Assessing Family Roles, Functioning, Balance, Resilience, and Resources, & Chapter 6: Using Genograms to Track families through the Life Cycle (pgs 100- 147)
- Becvar and Becvar: Chapter 7 : Natural Systems Theory (pgs 145 – 156)

## Reserve Readings:

- Guerin, Fogarty, Fay & Kautto (1996) . Working with Relationship Triangles. New York: The Guilford Press: Chapters 2: The Relevance of Triangles in Clinical Context, 3: Addressing Triangles in Therapy, 4: The Structure of Relationship Triangles, 5: Emotional Process within Triangular Structure , 6: The Interaction of Structure, Process, and Function (pgs 20-105)
- Goldenberg & Goldenberg (2004) Family Therapy: An overview. Belmont, CA: Brooks/Cole: Chapter 7: Experiential Models (pgs. 153-180)

## **Class 6: 2/16/06                      UNDERSTANDING COUPLES**

### **FIRST PORTION OF SIMULATED FAMILY ANALYSIS DUE**

Readings: TBD

Reserve Readings: TBD

## **Class 7: 2/23/06                      THE STRUCTURAL APPROACH**

Readings:

- Becvar and Becvar: Chapter 9: The Structural Approach (pgs. 173-192)

Reserve Readings:

- Goldenberg & Goldenberg (2004) Family Therapy: An overview. Belmont, CA: Brooks/Cole: Chapter 9: The Structural Model (pgs. 212-235)
- Aponte, H. J. (2002) . *Structural Family Therapy*. In Theories and Strategies of Family Therapy. Eds. Jon Carlson& Diane Kjos. Boston: Allyn and Bacon: (pgs 1 -18)
- Nichols and Schwartz (2004). The Essentials of Family Therapy. Pearson Education, Inc. Boston, MA: Chapter 7: Structural Family Therapy (pgs 127-146)

## **Class 8: 3/2/06                      EXPERIENTIAL APPROACHES**

### **PERSONAL GENOGRAM AND TIMELINE PAPERS DUE**

Readings:

- McGoldrick, Gerson & Shellenberger, Chapter 7: Clinical Uses of the Genogram (pgs 149-175)
- Becvar and Becvar: Chapter 8: Experiential Approaches (pgs. 158-172)

Reserve Readings:

- Goldenberg & Goldenberg (2004) *Family Therapy: An overview*. Belmont, CA: Brooks/Cole: Chapter 7: Experiential Models (pgs. 153-180)

**Class 9: 3/9/06                    THE STRATEGIC APPROACH**

Readings:

- Becvar and Becvar: Chapter 11: Strategic Approaches and the Milan Influence (pgs. 206-231)

Reserve Readings:

- Carlson, J. (2002) . *Strategic Family Therapy*. In Theories and Strategies of Family Therapy. Eds. Jon Carlson& Diane Kjos. Boston: Allyn and Bacon: (pgs 80-98)
- Goldenberg & Goldenberg (2004). Family Therapy: An overview. Belmont, CA: Brooks/Cole: Chapter 10: Strategic Models & 11: The Milan Systemic Model (pgs. 239- 286)

**Class 10: 3/16/06                    THE SOLUTION FOCUSED APPROACH**

Readings:

- Becvar and Becvar: Chapter 13: Postmodern Approaches (pgs. 256-274)

Reserve Readings:

- Goldenberg & Goldenberg (2004) Family Therapy: An overview. Belmont, CA: Brooks/Cole: Chapter 13: Postmodernism and the Social Constructionist Family Therapies (pgs. 321-342)
- O'Hanlon, S. & O'Hanlon, B. (2002). *Solution-Oriented Therapy with Families*. In Theories and Strategies of Family Therapy. Eds. Jon Carlson& Diane Kjos. Boston: Allyn and Bacon: (pgs 190-215).
- Nichols and Schwartz (2004). The Essentials of Family Therapy. Pearson Education, Inc. Boston, MA: Chapter 12: Solution-Focused Therapy (pgs 234-247).

**Spring Break: 3/23/06**

**No Class**

**Class 11: 3/30/06                    COMMUNICATION, COGNITIVE BEHAVIORAL,  
NARRATIVE, AND PSYCHOEDUCATIONAL**

## **APPROACHES**

### Readings:

- Becvar and Becvar: Chapters 10: Communication Approaches (193-205) & 12: Cognitive Behavioral Approaches (pgs. 233-255)

### Reserve Readings:

- Nichols and Schwartz (2004). The Essentials of Family Therapy. Pearson Education, Inc. Boston, MA: Chapter 13: Narrative Therapy (pgs 249-263)
- Goldenberg & Goldenberg (2004) Family Therapy: An overview. Belmont, CA: Brooks/Cole: Chapter 15: Psychoeducational Family Therapy (pgs. 356- 374) Chapter 12: Behavioral Cognitive Models (288-317).

### **Class 12: 4/6/06      FAMILY THERAPY RESEARCH**

#### Reserve Readings:

- Nichols and Schwartz (2004). The Essentials of Family Therapy. Pearson Education, Inc. Boston, MA: Chapter 16: Advances in Family Therapy Research (pgs 298-317)

### **Class 13: 4/13/06      FAMILY THERAPY SKILLS DEMONSTRATION VIDEOS**

### **Class 14: 4/20/06      FAMILY THERAPY SKILLS DEMONSTRATION VIDEOS**

### **Final Exam Day:      FAMILY THERAPY SKILLS DEMONSTRATION VIDEOS (IF NEEDED)**

## **COURSE ASSIGNMENTS:**

### **Personal Differentiation Genogram and Timeline Paper (100 points; 25%)**

1-Create a three generation genogram of a your family of origin. 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

Use creative means to make the projects readable, clear, and uncluttered (cut-aways, colors, separate sheets for different dynamic representations, etc.)

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

**3-**Write a paper that focuses on your process of differentiation within your family of origin.

Referencing the information presented in the genogram and timeline, discuss areas in your life and functioning where differentiation has occurred, is occurring, and will occur with continued growth. In explaining your process of differentiation, reference the following:

- At least one meta rule for the transgenerational family with descriptions of 2 demonstrations of that rule in the family
- At least two transgenerational family rules with descriptions of the demonstration of each
- Identification of the present developmental stage(s) of your transgenerational system and provide your justification/rationale of that identification
- Identify two cultural/ethnic patterns/beliefs transmitted to you through your family systems and discuss:
  - The culture/ethnicity from which they emerge and their relationship to that culture/ethnicity
  - Identify the function and/or purpose each of these rules serve as well as their origins
  - How these patterns/beliefs will be useful in your professional social work practice
  - How might they (patterns/beliefs) be barriers in your professional social work practice
  - How a cultural pattern/belief has had a negative impact on you and/or your family
  - How a cultural pattern/belief has had a positive impact on you and/or your family
- Identify and discuss: boundary, relationship pattern, triangle, alliance, collusion, sibling position, enmeshment, emotional cut-off.

**Genogram and Timeline can take as many pages as needed. Written portion no more than 8-10 pages double-spaced. Due Date: 3/2/06.**

### **Analysis Simulated Family Experience (100 points; 25%)**

Each class member will participate in an on-going process, "simulated family group." This experiential component will assist with the integration of theory and technique by affording students the opportunity to design and study a contrived "family" over the span of the semester. "Family members" will determine their family composition, presenting problems, and will utilize weekly in-class opportunities to assess and "treat" system/individual problems through role-play and role reversal of both family member(s) and therapist(s). There will be opportunity to practice the family therapy approaches discussed in readings and class. The instructor will visit groups during in-class simulated work periods to assess progress, answer questions, and facilitate discussion.

Students will complete and on-going analysis of his or her individual experience with the readings and the skills in the simulated family group . This assignment is designed to demonstrate how well readings, class discussions, and the simulated family experience have been integrated and synthesized. **Length 12 double-spaced pages (1 page for each class period). First portion will be due on 2/16/06. The ENTIRE analysis will be due on the day of student's group presentation.**

### **Simulated Family Group Presentation (100 points; 25%):**

Simulated family groups are to prepare and present to the class a "family interview" (or excerpts from several interviews with the family). Presentations should clearly demonstrate the application of techniques of intervention selected to facilitate the therapeutic process based on the assessment of "the problem" (both system and symptom) and the interaction and dynamics of the simulated "family". The class presentation should include discussion of and analysis of the interactional process which

identifies clearly the approach(es) to family therapy utilized in assessment and intervention, plus any significant ethical or technical issues which were dealt with (for example: membership, co-therapy relationships, worker role, countertransference, cultural/racial/gender/sexual orientation factors, young children in the interview, resistance, confidentiality, multigenerational factors, etc...) The instructor will also visit with groups during work periods to assess progress, answer questions, and facilitate discussion.

Presentations should be approximately 1 1/2 hours in length. Groups should distribute a genogram, assessment tool, specialized topical bibliography, and any other explanatory handouts needed. Videotaping (VHS format) the interview(s) for in-class review is strongly encouraged. Students will sign up for a date during the 2<sup>nd</sup> class session.

**Class Attendance and Participation: (100 points; 25%)**

Please attend all classes and demonstrate good class participation by completing reading assignments and listening to and engaging in class discussion.