

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

**SW 530 Topics in Social Work: Multisystemic Therapy
Summer 2002**

Instructors: Greg Winterburn, Clinical Program Supervisor of Multisystemic Therapy program at Youth Villages, is the lead course instructor. The classes will be taught by:

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Code of Conduct

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

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*, 2000).

Disability

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

Course Description

This course will present a clinical overview of Multisystemic Therapy (MST), a model of family-centered home-based service delivery of clinical interventions based on the ecological perspective. The course content includes treatment principles, the treatment process, theoretical underpinnings, research and randomized clinical trials, supervision protocol, ethical considerations and evidence-based practices used within MST, and highlights MST program structure and development. Issues related to MST quality control and assurance process and ethical considerations are presented, as well as current directions of MST research.

Course Rationale

MST was developed to address several limitations of current mental health services for violent juvenile offenders, such as minimal effectiveness, low accountability of service providers for

outcomes, and high costs. Overwhelming empirical evidence suggests that serious antisocial behavior is determined by the interplay of individual, family, peer, school, and neighborhood factors. Restrictive out-of-home placements, such as residential treatment, psychiatric hospitalizations, and incarceration fail to address the known determinants of serious antisocial behavior and fail to alter the ecological system to which the youth will eventually return. The MST model is based on the premise that providing services in the home will maximize family participation and ensure the counselors are flexible in meeting the needs of families in their own environments. MST has proven to be effective with families of different cultural backgrounds and socio-economic status. Long term effectiveness with chronic violent juvenile offenders, substance-abusing delinquents, juvenile sex offenders, and abusive and neglectful families has been demonstrated in rigorous controlled clinical trials.

Course Objectives

By the end of this course students are expected to be able to:

1. Describe the causal models of delinquency and drug use and their relation to MST.
2. Describe related research.
3. Cite outcomes of major MST research trials.
4. List and explain the 9 MST principles, and apply them when conceptualizing cases and designing interventions through the use of role-plays and case examples.
5. Describe the MST analytical process and apply it to case scenarios.
6. Describe MST supervision and consultation protocol.
7. Describe major concepts, theoretical assumptions, and clinical techniques common to evidence-based practices used within MST including behavior therapy, cognitive behavior therapy, and pragmatic family therapy.
8. Describe the use of psychopharmacological interventions used within MST and identify key signs related to major psychological disorders.
9. Demonstrate an understanding of the application of the NASW Code of Ethics for MST utilizing the family preservation service delivery model, as well as, key issues related to cultural responsiveness, diversity and providing services to high risk populations.
10. Demonstrate an understanding of the importance of programmatic and organizational practices necessary for MST practice and service delivery.
11. Demonstrate the delineation of the various roles of therapist, supervisor, consultant, and director in MST practice.

12. Demonstrate an understanding of Multisystemic case conceptualization through group presentations utilizing the MST analytical process, i.e. do-loop, for setting goals and designing interventions.

Required Text

Henggeler, Scott W., et al. Multisystemic Treatment of Antisocial Behavior in Children and Adolescents. New York: The Guilford Press, 1998.

This book is on sale at the UT bookstore. Specific journal articles will be handed out by the instructors and will also be required readings.

Requirements and Course Evaluation

Your grade in this course will be based upon the following course requirements:

1. Class participation	10%
Includes participation in class discussion, role plays, attendance, and group presentations.	
2. Homework questions from assigned readings	30%
3. Mid-term exam	30%
4. Final exam	30%
Total	100%

Course Outline (subject to revision)

June 3 General MST Overview

Readings:

Text Chapter 1 "Empirical, Conceptual, and Philosophical Bases of MST"

Text Chapter 9 "Outcomes of MST: Findings from Controlled Evaluations"

Henggeler. 1991

June 10 MST Research: Demonstrated Effectiveness

Readings:

Text Chapter 2 "Clinical Foundations of MST: Nine Treatment Principles, Home-Based Model of Service Delivery and Guidelines for Clinical Supervision"

Henggeler. 1999a

June 17 MST Clinical Overview

Readings:

Text Chapter 3 "Assessment of Family Functioning"

Text Chapter 4 "Family Interventions"

- June 24 MST Treatment Specification/ Clinical Implementation
Readings:
Text Chapter 5 "Changing Relations with Peers"

Schoenwald. 2000b
- July 1 Midterm Exam
- July 8 Review of Evidence-based Practices Used within MST
Readings:
Text Chapter 6 "Promoting Academic and Social Competence in School Settings"

Schoenwald. 1999
- July 15 MST Program Structure and Program Development
Readings:
Bickman. 1999
Fraser et al. 1997
Henggeler. 1999b
- July 22 MST Cultural and Ethical Guidelines
Readings:
Aos et al. 1999
Schoenwald et al. 2000a
Brondino et al. 1997
Zayas et al. 1997
- July 29 MST Case Conceptualization and Case Examples (Group Presentations)
Readings:
Text Chapter 7 "When and How to Conduct Individually Oriented Interventions"
Text Chapter 8 "Family Linkages with Community Supports"
- August 5 Final Exam

Required Articles

Aos, S., Phipps, P., Barnoski, R., & Lieb, R. (1999). The Comparative Costs and Benefits of Programs to Reduce Crime: A Review of National Research Findings with Implications for Washington State, Version 3.0. Olympia, WA: Washington State Institute for Public Policy.

Bickman, L. (1999). Practice Makes Perfect and Other Myths About Mental Health Services. American Psychologist, November, 965-977.

Brondino, M., Henggeler, S., Rowland, M., Pickrel, S. (1997). Multisystemic therapy and the ethnic minority client: Culturally responsive and clinically effective. In Wilson, D., & Rodrigue, J., (Eds.), Health promoting and health-compromising behaviors among minority adolescents: Applications and practice in health psychology (pp.229-250). Washington, DC: American Psychological Association.

Burns, B., Schoenwald, S., Burchard, J., Faw, L., & Santos, A. (2000). Comprehensive community-based interventions for youth with severe emotional disorders: Multisystemic therapy and the wraparound process. Journal of Child and Family Studies, 9(3), 283-341.

Fraser, M.W., Nelson, K.E., & Rivard, J.C. (1997). Effectiveness of Family Preservation Services. Social Work Research, 21(3), 138-153.

Henggeler, S.W. (1991). Multidimensional causal models of delinquent behavior and their implications for treatment. In R. Cohen & A.W. Siegel (eds.), Context and Development (211-231). Hillsdale, NJ: Lawrence Erlbaum Associates.

Henggeler, S.W. (1999a). Multisystemic Therapy: An overview of clinical procedures, outcomes, and policy implications. Child Psychology & Psychiatry Review, 4, 2-10.

Henggeler, S.W. & Schoenwald, S.K. (1999b). The role of quality assurance in achieving outcomes in MST programs. The Journal of Juvenile and Detention Services, 14(2), 1-17.

Schoenwald, S.K., Henggeler, Brondino, & Rowland (2000a). Multisystemic Therapy: Monitoring Treatment Fidelity. Family Process, 39, 83-103.

Schoenwald, S.K., Brown, T.L., & Henggeler, S.W. (2000b). Inside Multisystemic Therapy: Therapists, Supervisory, and Program Practices. Journal of Emotional and Behavioral Disorders, 8, (2), 113-127.

Schoenwald, S. K., & Henggeler, S. W. (1999). Treatment of Oppositional defiant disorder and conduct disorder in home and community settings. In H.C. Quay & A. E. Hogan (Eds.), Handbook of Disruptive Behavior Disorders (pp. 475-494). New York: Plenum Press.

Zayas, L., Evans, M., Mejia, L., & Rodriguez, O. (1997). Cultural competency training for staff serving Hispanic families with a child in psychiatric crisis. Families in Society, 78(4), 405-412.