

THE UNIVERSITY OF TENNESSEE COLLEGE OF SOCIAL WORK

SW 523 - Clinical Social Work
Practice with Families

Summer 2003
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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, 2003*).

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 focuses on the family as a unit of assessment and treatment 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 treatment are considered in terms of their application to families with varied system and individual problems and to families from varied social and cultural backgrounds. Consideration is also given to family-centered practice in different social work fields of practice, plus 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:

Upon completion of the course, a student is 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 how factors such as race, ethnicity, social class, gender, and sexual orientation 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 (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 sound treatment contracts that 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 treatment.
6. An understanding of major ethical issues associated with clinical practice with families, and an ability to formulate decisions consistent with the ethical guidelines of the profession of social work.
7. An understanding of how to evaluate the outcomes of clinical practice with families.
8. An understanding of the study process of one's own family of origin, and the significance of these personal historical data for the enactment of the clinical practitioner role in working with clients from diverse backgrounds.

COURSE REQUIREMENTS/EVALUATION PLAN:

Genogram, ecomaps, and timeline paper.....	20%
Genogram, ecomaps, and timeline presentation.....	20%
In-class family therapy role-plays and interventions skills rehearsals.....	20%
Family therapy skills and interventions demonstration.....	20%
Reaction paper assignment.....	20%

Assignment of Final Grades

The final course grade will be based on the following point totals:

A = 92 - 100 (Superior performance)

B+ = 87 - 91 (Better than satisfactory performance)

B = 82 - 86 (Satisfactory performance)

C+ = 77 - 81 (Less than satisfactory performance)

C = 70 - 76 (Performance well below the standard expected of graduate students)

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 to 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. **As the summer session is a short and intense learning experience, and as each student will have parts to play in the experiential learning component, class attendance is especially important.**

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* (2nd 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*. (5th Edition). Belmont, CA: Brooks/Cole.

(Supplemental) Walsh, Froma (ed). 1993. *Normal Family Processes*. (2nd 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.

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: 6/3/03

[**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; assessment: genogram, ecomap, timeline, and biographies; the language and concepts of family systems theory: themes, boundary assessment, triangles, alliances, collusions, etc.

Experiential

genogram, ecomap, timeline, and biographies

Readings

*Chapter McGoldrick, Monica and Gersen, Randy and Shellenberger, Sylvia. 1998. *Genograms; Assessment and Intervention* (2nd ed.). New York: W. W. Norton. Pages ?-?.

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

*A Family Therapy Glossary

*Timelines. Cournoyer, Barry. 2000. *The Social Work Skills Workbook*. (3rd edition). Belmont, CA: Wodsworth Publishing Company. pages 44-47.

Class 2: 6/5/03*Class Discussion*

Assessment: The McMaster Model; The Beaver Model

Experiential

Continue with the genogram, ecomap, timeline, and biographies. Practice using the McMaster model and the Beaver model.

Readings

*Chapter 2&4. Walsh, Froma (ed). 1993. *Normal Family Processes*. (2nd 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.

Class 3: 6/10/03*Class Discussion*

The historic context; the cybernetic epistemology

Experiential

Continue with the genogram, ecomap, timeline, and biographies; video

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 4: 6/12/03*Class Discussion*

The Family Life Cycle; ethnicity, cultural diversity, and normality; evaluation of family practice

Experiential

Continue with the genogram, ecomap, timeline, and biographies; video

Readings

*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*. (5th Edition). Belmont, CA: Brooks/Cole. Pages 434-447.

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

Class 5: 6/17/03**Genogram, ecomaps, and timeline papers due****Genogram, ecomaps, and timeline presentations****Class 6: 6/19/03***Class discussion*

The Bowenian Approach

Experiential

detriangulation, family sculpting, differentiation

Readings

- *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 7: 6/24/03*Class Discussion*

The Structural Approach

Experiential

Family mapping, homework, enactment, teaching boundaries and subsystems

Readings

- *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: 6/26/03*Class Discussion*

The Strategic Approach

Experiential

reframing, paradox, counterparadox, prescribing, teaching, redefining, restraining, positioning, pretending, ordeals, the invariant prescription, circular questions, rituals
(if time allows) Rehearse for demonstrations

Readings

- *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*. (5th Edition). Belmont, CA: Brooks/Cole. Pages 434-447

Class 9: 7/1/03*Class Discussion*

The Solution Oriented Approach

Experiential

O'Hanlon's 10 interventions, the miracle question, exceptions, changing doing/viewing/context; Rehearse for demonstrations

Readings

- *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: 7/3/03**Family Therapy Skills and Interventions Demonstrations****Reaction papers due****COURSE ASSIGNMENTS****Genograms, Ecomaps, and Timeline Paper and Presentation**

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 and presentation Please read the instructions carefully and ask questions about these instructions if you don't understand them. 7-10 pages. Due 6/17/03

1-Create 2 three generation genograms of your family of origin at two points in time; currently and at the time of most stress for your family of origin (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 system's ecological map at three points in time:

- a) at a time of relative stability for your family of origin
- b) at the most stressful time for your family of origin
- c) 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 family of origin dating from your birth and continuing in to the present with your current family constellation.

4-Create biographies of all relevant family members that will be used in future role plays and demonstrations

5-Write a paper and prepare a presentation/discussion in which you share with the class the above assignments as well as the following information:

- 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 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

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, Family mapping, homework, enactment, teaching boundaries and subsystems, reframing, paradox, counterparadox, prescribing, teaching, redefining, restraining, positioning, pretending, ordeals, the invariant prescription, circular questions, rituals, O'Hanlon's 10 interventions, the miracle question, exceptions, changing doing/viewing/context.

Family Therapy Skills & Interventions Demonstration

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). **Occurs 7/3/03**

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. This 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?). 5-7 pages. **Due 7/3/03**

A FEW FOUNDATIONAL REFERENCES FOR FAMILY THERAPY

(in no particular order)

Satir, Virginia. 1983. *Conjoint Family Therapy*, 3rd 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 Francisco: Jossey-Bass Publishers.

Carter, Betty and McGoldrick, Monica (eds). 1989. *The Changing Family Life Cycle* (2nd ed.) Boston: Allyn 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*. (2nd ed.). San Francisco: 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 21st 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