

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

SW 523 – CLINICAL SOCIAL WORK WITH FAMILIES

Course Outline
Spring 2008

Instructor: Assistant Professor and Director, Veterinary Social Work

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COURSE REQUIREMENTS/EVALUATION PLAN:

Personal Genogram; Timeline; and Paper.....	130 points	32.5%
Simulated Family Group Presentations.....	130 points	32.5%
Class Attendance & Participation	40 points	10%
Wife Swap Analyses	100 points	25%
<u>Total</u>	400 points	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) Goldenberg & Goldenberg (2004) Family Therapy: An Overview. Belmont, CA: Brooks/Cole.

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

Reserve Reading: Reserve readings can also be found on this course's Blackboard web-site under "Course Documents" and "Class Sessions."

COURSE CONTENT OUTLINE

Note: This course outline is subject to change. Most up to date readings will be placed in each class session folder on the Course Info Backboard site. Students are responsible for all readings in each class session folder.

Class 1: 1/10/08 INTRODUCTION AND FAMILY THERAPY RESEARCH

- Goldenberg & Goldenberg (2004) Family Therapy: An overview. Belmont, CA: Brooks/Cole: Chapter 1: Adopting a family relationship framework
- Nichols and Schwartz (2004). The Essentials of Family Therapy. Pearson Education, Inc. Boston, MA: Chapter 4: The Fundamental Concepts of Family Therapy
- Nichols and Schwartz (2004). The Essentials of Family Therapy. Pearson Education, Inc. Boston, MA: Chapter 16: Advances in Family Therapy Research

Class 2: 1/17/08 FAMILY ASSESSMENT

- Goldenberg & Goldenberg (2004) Family Therapy: An overview. Belmont, CA: Brooks/Cole: Chapter 2: Family development: Continuity and change
- Walsh, Froma (2003). *Clinical views of family normality, health, and dysfunction: From deficits to strengths perspective*. In Normal Family Processes (3rd edition). Ed by Norma Walsh. New York: The Guilford Press, pgs 26- 60.
- 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

Class 3: 1/24/08 FAMILY ASSESSMENT

- Olsen & Gorall (2003). *Circumplex model of marital and family systems*. In Normal Family Processes (3rd 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 (3rd 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 (3rd edition). Ed by Norma Walsh. New York: The Guilford Press, pgs 581-607

Class 4: 1/31/08: DIVERSITY AND FAMILY THERAPY

- Goldenberg & Goldenberg (2008) Family Therapy: An overview. Belmont, CA: Brooks/Cole: Chapter 3: Gender, Culture, Ethnicity Factors in Family Functioning (pgs. 50-68)
- 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 (3rd edition). Ed by Norma Walsh. New York: The Guilford Press, pgs 176-209
- Boyd-Frankin (2003). *Race, class, poverty*. In Normal Family Processes (3rd edition). Ed by Norma Walsh. New York: The Guilford Press, pgs 260-279.
- Falicov (2003). *Immigrant family processes*. In Normal Family Processes (3rd edition). Ed by Norma Walsh. New York: The Guilford Press, pgs 280-300.

Class 5: 2/7/08 THE TRANSGENERATIONAL APPROACH

- 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)
- Goldenberg & Goldenberg (2008) Family Therapy: An overview. Belmont, CA: Brooks/Cole: Chapter 8: Transgenerational models
- 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)

Class 6: 2/14/08 THE STRUCTURAL APPROACH

- Goldenberg & Goldenberg (2008) Family Therapy: An overview. Belmont, CA: Brooks/Cole: Chapter 10: The structural model
- 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 7: 2/21/08 THE STRATEGIC APPROACH

- Goldenberg & Goldenberg (2004). Family Therapy: An overview. Belmont, CA: Brooks/Cole: Chapter 11: Strategic Models & 12: The Milan Systemic Model
- 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)

Class 8: 2/28/08 NARRATIVE APPROACH

- Minuchin, S. (1998). Where is the family in narrative therapy? *Journal of Marital and Family Therapy*, 24(4), 397-403.
- Combs, G. & Freedman, J. (1998). Tellings and retellings. *Journal of Marital and Family Therapy*, 24(4), 405-408.
- Thomm, K. A question of perspective. *Journal of Marital and Family Therapy*, 24(4), 409-413.
- Schwartz, R.C. Narrative therapy expands and contracts family therapy's horizons. *Journal of Marital and Family Therapy*, 25(2), 263-267.

Class 9: 3/6/08 UNDERSTANDING COUPLES

Readings: TBD

3/13/08 THE SOLUTION FOCUSED APPROACH

Personal Differentiation, Genogram, Timeline Papers Due

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).

Class 10: 3/20/08 SPRING BREAK- NO CLASS

Class 11: 3/27/08 THE EXPERIENTIAL APPROACH

- Goldenberg & Goldenberg (2004) *Family Therapy: An overview*. Belmont, CA: Brooks/Cole: Chapter 9: Experiential Models

Class 12: 4/3/08 COGNITIVE BEHAVIORAL AND PSYCHOEDUCATIONAL APPROACHES

- Goldenberg & Goldenberg (2004) Family Therapy: An overview. Belmont, CA: Brooks/Cole: Chapter 16: Psychoeducational Family Therapy Chapter 13: Behavioral Cognitive Models.

Class 13: 4/10/08 FAMILY THERAPY SKILLS DEMONSTRATION VIDEOS

Class 14: 4/17/08 FAMILY THERAPY SKILLS DEMONSTRATION VIDEOS

Class 15: 4/24/08 DIALOUGE WITH PRACTICING FAMILY THERAPISTS

COURSE ASSIGNMENTS:

Personal Differentiation Genogram and Timeline Paper (130 points; 32.5%)

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.) Please do not make very large genograms that cannot be rolled up and placed into a tube.

2-Create a time line of your family of origin dating from the parent's joining and continuing into 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 20 pages double-spaced. Due Date: 3/13/08.

Wife Swap Weekly Assignments (100 points; 25%)

Wife Swap airs each Monday evening at 8:00 pm. This television show is a useful tool in studying family systems and family interventions. In each class we will briefly discuss the Wife Swap episode airing that week according to the family therapy concepts and guidelines we are currently studying in class. The assignment entails watching the TV show, completing the worksheet, including reference from class readings, and participating in class discussion. Each worksheet is worth 10 points. You must complete 10 weekly worksheets by the end of the 13th class. **Due Date: Each class session**

Simulated Family Group Presentation (130 points; 32.5%):

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 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.

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 – 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. **Family Therapy Skills Demonstration Videos will occur on April 10th or 17th.**

Class Attendance and Participation: (40 points; 10%)

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