

**INDIANA UNIVERSITY
SCHOOL OF SOCIAL WORK
S644 SOCIAL WORK PRACTICE III: FAMILIES (3 credits)**

Instructor: Jennifer Jansen, ACSW, CCSW
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Fall, 1997
Section: R564
Course Time: 5:45-8:25pm
Room: TBA

I. COURSE DESCRIPTION AND RATIONALE

Building on basic grounding in family systems theory and comparative understanding of major models of social work with families, students will develop competence in application of the metaframeworks model of practice with couples/families. Practice will be examined along the major metaframework contexts including family organization, interactional patterns, developmental stages/transitions, culture, gender, and ecosystems. An orientation to intervention will emphasize assessment from a strengths perspective, hypothesis formation, intervention planning, therapeutic communication, use of client feedback, and evaluation. The class combines didactic and experiential components with emphasis on application of family practice theory and method.

II. COURSE OBJECTIVES

It is expected that through regular attendance, participation in class activities, completion of readings and assignments, students should be able to demonstrate:

1. Application of social work values and ethics, including understanding of and respect for human diversity, for advanced interpersonal social work practice with families.
2. Understanding and application of strategies and skills for the promotion of social and economic justice advanced interpersonal social work practice with families.
3. Critical thinking skills including ability to analyze, synthesize, and evaluate relevant theoretical frameworks for advanced interpersonal social work practice with families.
4. Understanding of the differential use of communication skills as an advanced interpersonal social work practitioner with a variety of client population, colleagues, and members of the community.
5. Evaluation and application of findings from relevant research studies to advanced interpersonal social work practice with families.
6. Formulation of plans for evaluating advanced interpersonal social work practice with families.

7. Application of knowledge and skills of advanced interpersonal practice to social work with families.
8. Understanding of the professional use of self in the context of advanced interpersonal social work practice with families.
9. Understanding of the use of supervision and consultation in the context of advanced interpersonal social work practice with families.

III. CONTENT OUTLINE AND COURSE FORMAT

This course is oriented to a comparative understanding of major family models as well as the metaframeworks that transcend differing approaches to work with families. Assignments and classroom simulations will emphasize application of theory and method to practice with couples/families. The instructional format will combine lectures, discussions, therapy practice/simulations, written work, and tapes/films of family treatment. Changes may occur during the semester to accommodate specific developments in the class process.

8-25-97 Class #1
INTRODUCTION (assessment activities, goals, & discussion of terms)
HISTORICAL OVERVIEW OF FAMILY THERAPY & THE CONCEPT OF CHANGE

LABOR DAY no class

9-8-97 Class #2
HISTORY, LEADING FIGURES, & THEORETICAL CONCEPTS
 1. Chapters 1 & 2 in Family Therapy text (pages 1-116)
 2. Comparative Analysis in Family Therapy text (pages 478-541)

9-15-97 Class #3
A FRAMEWORK FOR FAMILY & INITIATION OF FAMILY WORK
 1. Part 1 in Metaframeworks text (pages 1-54)
 2. Metaframeworks text "A Blueprint for therapy" (pages 281-316)
 3. Bruenlin, C. & Cimmarusti, R. (1993). Seven opportunities for brief therapy: A recipe for rapid change. In L.R. Wolfberg & M.L. Aronson (Eds.), Group and Family Therapy. New York: Bruner/Mazel, pp. 282-289.
 4. Cimmarusti, R. & Lappin, J. (1988). Beginning family therapy. Stages: Patterns of change over time. New York: Bruner/Mazel, pp. 16-25.
 5. Papp, P. (1983). Forming a hypothesis. The process of change. New York: Guilford Press, pp. 17-26.

9-22-97

Class #4

STRUCTURAL FAMILY THERAPY

Application example: Review of videotape of Harry Aponte, ACSW "A House Divided"

Feminist critique of model

Contemporary adaptation and usefulness of this model for social work practice

1. Structural Family Therapy, Family Therapy text (pages 209-242)
2. Early Models and Basic Techniques, Family Therapy text (pages 166-208)
3. (Review) Gender and Class Bias, Family Therapy text (pages 78-85)

9-29-97

Class #5

COGNITIVE/BEHAVIORAL MODEL

Application example: Review of Richard Stuart's couples counseling audio tape
Parent training, couples therapy, depression, and anxiety

1. Family Therapy text (pages 320-366)
2. Gottman, J. (1994). Why marriages fail. Family Therapy Networker. May/June.

10-6-97

Class #6

INTERGENERATIONAL/BOWENIAN MODEL

Genograms, use in assessment and treatment

1. Family Therapy text (pages 367-407)

10-13-97

Class #7

Book Reviews due & ½ of the presentations

STRATEGIC MODEL

Application example: Jay Haley's audio tape "The First Therapy Session"

Discussion of Haley's brief problem solving approaches and the use of paradox

1. Family Therapy text (pages 408-443)

10-20-97

Class #8

Second ½ of the Book Review presentations

PSYCHOANALYTIC CONCEPTS AND EXPERIENTIAL MODELS

Whitaker, Satir, and Gestalt techniques

1. Family Therapy text (pages 243-317)

10-27-97 Class #9
TOPIC TBA
*Students may be given time to organize notes for quiz, complete model analyses, finalize Model Comparison papers, and begin work on presentations.

11-3-97 Class #10
Family Therapy Model Comparison due
EMERGENT MODELS/SOLUTION FOCUSED THERAPY
Review of videotape: Michele Weiner-Davis: "Solution Oriented Therapy: The Short Road to change"

1. Family Therapy text (pages 444-477)
2. Metaframeworks text (pages 57-89)
3. de Shazer, S., et al. (1986). Brief therapy: focused solution development. Family Process, 25, 207-222.
4. Efran, J. and Schenker, M. (1993). A potpourri of solutions: How new and different is solution-focused? Family Therapy Networker, 17(3) 71-74.

11-10-97 Class #11
Open note/open book quiz on material from the 1st 10 weeks of class
META-FRAMEWORKS, SEQUENCES & INTERACTIONS

1. Meta-frameworks text (pages 90-157)

11-17-97 Class #12
META-FRAMEWORKS, CULTURE & GENDER
Diversity & Gay/Lesbian Issues Discussion

1. Meta-frameworks text (pages 193-280)
2. Crawford, S. (1988). Cultural context as a factor in the expansion of therapeutic conversation with lesbian families. Journal of Strategic and Systemic Therapies, 7(3), 2-10.
3. Woodman, N.J. (1995). Parents of lesbians and gays: Concerns and intervention. In H. Hildalgo, T. Peterson, and N. Woodman (Eds.). Lesbian and gay issues: A resource manual for social workers. Washington, DC: NASW Press.

11-24-97 Class #13
Final Paper due
RESEARCH, VALUES, ETHICS, & PROFESSIONAL DEVELOPMENT

1. Family Therapy text (pages 542-580)
2. Vesper, J. & Brock, G. (1991). Ethics, legalities, and professional practice issues in marriage and family therapy. Boston, MA: Allyn & Bacon.
3. Kottler, J. A. (1993). Toward creativity and personal growth. On being a therapist. San Francisco, CA: Jossey-Bass, 237-256.

*7:25 PM – 8:25 PM Final time for presentation preparation

12-1-97 Class #14
Group Case Demonstrations
Class simulations

12-8-97 Class #15
Discussion topic T.B.A.
Pitch-in dinner/end celebration optional
Final grades will be returned on this date.
Happy Holidays!

IV. REQUIRED TEXTBOOKS

"Meta-Frameworks text"

Bruenlin, D., Schwartz, B., & MacKune-Karrer, B. (1992). Meta-Frameworks: Transcending the models of family therapy. San Francisco, CA: Jossey-Bass Publishers.

"Family Therapy Text"

Nichols, M. & Schwartz, R. (1995). Family Therapy: Concepts and methods. New York: Allyn & Bacon.

V. GRADING AND ASSIGNMENTS

- 30% Final Paper (Self-Change Project or Family Assessment /Treatment Plan)
- 20% Family Therapy Model Comparison
- 15% Participation
- 15% Quiz
- 10% Book Review
- 10% Case Demonstration

Your final grade will be based on 100 points and the letter grade assigned will reflect the following scale:

A+	97-100	B-	80-82
A	94-96	C+	77-79
A-	91-93	C	73-76
B+	86-90	C-	73-76
B	83-85	D	60-69
		F	59-Below

Final Paper -Self-Change Project or Family Assessment/Treatment Plan (30% of course grade)
10-12 pages in length and 8+ sources of reference

Students will be given a separate project description for the Self-Change paper. If students opt to do a Family Assessment/Treatment Plan, they may use a family from their field practicum or place of employment. For this assignment, students are to: 1) Conduct an in-depth assessment of one family seen in field practicum utilizing key elements of the meta-frameworks model, 2) Formulate working hypotheses and intervention plans, and 3) Think through how relevant methods from differing family therapy models might be applied in the treatment process. Please include the following components in your assessment: 1) Major developmental themes/crises, 2) Prominent organizational features of the family and a Genogram, 3) Significant interactional sequences, Cultural constraints and resources, 5) Gender issues, 6) Socio-ecological context, and 7) Summary of major problematic features along with family strengths/resources. Treatment plans should cover: 1) Presenting problem(s), 2) Hypotheses about the problem(s), 3) Treatment goals and intervention methods, and 4) A detailed evaluation plan.

Family Therapy Model Comparison (20% of course grade)
6-8 pages in length and 6+ sources of reference

Choose 2 Family Therapy models to review. Use the 6 categories below as a guide. Summarize your paper by comparing and contrasting the 2 different models. Highlight your personal preferences (style, practical experience, and theoretical knowledge) and discuss which models might be most effective with certain issues and populations. Use supporting research.

1. Conceptualization of a healthy family versus a troubled family (reasons for symptoms)
2. Treatment goals
3. Techniques used to achieve treatment goals
4. Evaluated outcomes and evaluation methods
5. Applicability to social work practice
6. Disadvantages, practical considerations, and limitations

Class Participation (15% of course grade)

Students are expected to attend class regularly and on time, participate in large and small group discussions/activities, and stay current on all reading assignments. Expectations are detailed in the "Evaluation and Course Policies" section of this syllabus.

Quiz (15% of course grade)

The quiz will include all readings and class information. You are welcome to work together and refer to your textbooks, articles, and notes. There will be a time limit and dividing up questions between classmates is not an option.

Book Review (10% of course grade)

Find a book of your choice to review. Choose a topic of interest, perhaps an area about which you would like to learn more. The book must discuss relationship dynamics. Consider the library or a half-priced bookstore to minimize your costs. Book topics might include, but are not limited to the following: Therapy techniques, Substance Abuse, Intimacy, Anger, Co-dependency, Gender Issues, Parenting, Chronic Mental Illness, Divorce, Homosexuality, Incest, Domestic Violence, and Sibling Rivalry.

Please write a 2 page review and make enough copies to share your with classmates. Use the following guideline:

1. Summarize the book (outline or narrative form).
2. Highlight the relationship dynamics discussed in the book.
3. Discuss how you could use the knowledge gained in therapy.
4. Share how you benefited from reading the book, whether you would recommend it to colleagues, and if/when you might recommend it (bibliotherapy) to a client..

Case Demonstration(10% of course grade)

You and 2-3 classmates (groups of 3 or 4) are to prepare a 30-40 minute demonstration for the class, illustrating a family therapy model. Please note, the model must be one that you did not choose to review in your Model Comparison paper.

You have many options about how to proceed. You may do an initial assessment; you may offer assessment information to the class, then simulate a 2nd or 3rd session; or, you may illustrate various segments of the therapeutic process (by starting/stopping the presentation & using narration to explain the segments).

The goal of the assignment is to maximize the range of learning- through, seeing, hearing, and experiencing different approaches to family therapy. Be creative and somewhat exaggerative; this is intended to be a fun assignment. Your grade is based on your oral demonstration and a more specific guideline is forthcoming. There are no written requirements.

VI. EVALUATION AND COURSE POLICIES

Students will be asked to give weekly feedback to the instructor regarding the course. Additionally, students will complete a formal course/instructor evaluation during the 15th class session.

In keeping with the course objectives and to ensure a common frame of reference for discussion, students are expected to complete all assigned readings on time. Family therapy literature is vast ; therefore, students are strongly encouraged to extend reading to areas of special interest.

Written work should be of professional quality and meet minimal standards with regard to substance, clarity, and general editorial condition. Grades for work submitted in poor editorial condition will be lowered. Students will be given evaluation forms that clearly outline expectations for written work. Please observe APA style for the Family Therapy Model Comparison and the Final Paper. The University Writing Center offers FREE services and is located in Cavanaugh Hall, Room 427. You may call 274-2049 for an appointment, call 274-3000 to speak with someone (hotline), or drop-in for assistance if all instructors are not occupied with appointments. Students whose writing skills are deficient should take the initiative to obtain proper assistance. Reading papers aloud and asking someone to proof read will minimize careless mistakes. I accept papers in rough draft form two weeks prior to their due date.

It is expected that written assignments be submitted on time. Late submissions without prior approval will be lowered one-half letter grade and 1 full letter grade if more than 5 days late. Course incompletes can be given only under compelling circumstances (e.g., serious illness or family crisis) and must conform to University guidelines which require that three-fourths of the required course work be completed at a passing level at the time of request. Requests for incompletes should be submitted to the instructor in writing at the earliest possible date.

Regular attendance is essential and participation grades (15% of course grades) will be based on the manner and extent to which students: 1) Attend class regularly and on time, 2) Listen to others, 3) Share own experiences, viewpoints, and reactions, 4) Participate in analysis of practices under discussion, 5) Give and use feedback constructively, 6) Complete class assignments, exercises, and therapy simulations, 7) Evaluate performance in an open and discriminating way, and 8) Exhibit professionalism.