

**INDIANA UNIVERSITY
SCHOOL OF SOCIAL WORK**

S672 Families, Theories, and Culture (3 credits.)

Instructor: Eldon Marshall, Ph.D., LCSW

Summer I 2004

Office: ES 4151

Phone: 274-6729

E-Mail: emarshal@iupui.edu

Section: W151

Room: ES 2109

Time: 8:45 4:15

COURSE DESCRIPTION & RATIONALE

Building on basic grounding in family systems theory and comparative understanding of major models of social work with families, students will be expected to develop competence in application of the meta-frameworks model of practice with couples/families. Practice will be examined along the major meta-framework 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.

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 for 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 populations, 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 the professional use of self in the context of advanced interpersonal social work practice with families.
9. Understanding the use of supervision and consultation in the context of advanced interpersonal social work practice with families.

COURSE FORMAT & ASSIGNMENTS

This course is oriented to a comparative understanding of major models of family therapy along with the metaframeworks perspective on practice -- one that transcends the differing approaches to work with families. Course assignments and requirements will emphasize application of theory and method to practice with couples/families. The instructional format will combine lectures, discussion of readings and practice experiences, written assignments and exercises, and tapes/films of differing approaches to family treatment. Major requirements and assignments are outlined below.

I. Participation (10%)

Evaluation of class participation will consider the manner and extent to which you 1) attend regularly and on-time, 2) share own experiences relevant to topics under consideration, 3) participate in analysis of family practices being discussed, 4) evaluate own performance in an open way, 4) conduct self in professional ways throughout the course. In this class the NASW Code of Ethics provides the standard from which judgments around professionalism will be made. Absence of one full class without compelling reasons and prior arrangement with the Instructor will result in an "F for Participation. Missing two or more classes will result in an "F" for the course.

II. Written self-assessments and practice-related exercises (10%)

Throughout the course you will be asked to complete varied in and out-of-class self-assessments along with practice application and evaluation. These are designed to facilitate your understanding of practice theory and method, heighten competence in its application, and broaden self-awareness. Self-assessment exercises will be kept in a notebook and submitted at the end of the 5th session. When videotapes are shown of different family therapy models, students will be asked to complete an evaluation reaction form. These reactions forms should be kept in a notebook and submitted at the last class session. For purposes of grading, completed assessments and evaluation forms will be considered "A" (100 points for averaging purposes) if complete and in appropriate condition. Those not

submitted or submitted in incomplete and/or qualitatively poor condition will be averaged as “0”.

III. Assessment of own family (30%)

This assignment asks you to make application of select aspects of metaframework theory and practice to an assessment of your own family. (Assessments are to be conducted in accord with the detailed guidelines distributed in class.) Summaries will address the following areas: 1) prominent internal family system dynamics, 2) functional/dysfunctional features of the family's organization, 3) significant interactional patterns, 4) major developmental themes, 5) culture-related constraints and resources, 6) gender issues of significance, 7) overall summary of major dysfunctional features along with family strengths/resources, and 8) treatment plan applying select metaframeworks. The text addresses the above areas, so if any aspects are not clear, they should be as you pursue the readings and attend class lectures. In addition, to assist you further, you will be given sample copies of assessments completed by former students. Assessments should range a maximum of 7-8 double-spaced typewritten pages and will be due on June 14th.

IV. Self-change project and summary (30%)

For this assignment you will design and implement a self-change project oriented to interactions with select members of the family. *Please note:* This assignment does not expect that you do counseling with your own family, only that you ***examine your own interactions*** with family members and ***consider changes in your behavior*** that you view as desirable. At the conclusion of the project, you will prepare a written summary addressing: 1) problem(s) at focus, 2. working hypothesis, 3) goals set for self, 4) course of action pursued, 4) evaluation of outcomes along with learning from the experience, and 5) treatment plan. On May 24th you will need to submit a typewritten proposal of the self-change contract that makes clear the family context of your work, presenting problems/issues to be addressed, and overall objectives for change. (Please follow the guidelines distributed in class relative to design of the project and the final written summary which is to be submitted June 21st.) Your summary should range a maximum of 4-5 double-spaced typewritten pages and will be due on June 24th. (*Please note:* No A's will be awarded papers submitted with missing sections and/or absence of sub-headings that are in correspondence with the assignment outline.)

V. Quizzes (20%)

Starting with the second class session, five weekly quizzes will be given at the start of each class. Each will consist of 10 true-false questions drawn from the readings, class lectures and experiences. Quiz scores will be averaged for the purposes of final grading. If you miss a quiz due to absence due to illness or other compelling reason, you will be allowed to make it up only under the condition that prior notice was given of your absence.

COURSE POLICIES AND EXPECTATIONS

In keeping with course objectives and to assure a common frame of reference for discussion, students will be expected to complete required readings related to designated topic areas. The family therapy literature is vast so readings at best can only be selective. Designating readings as required is in no way intended to restrict what students read; and, in fact, you are strongly encouraged to extend your reading in 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 whose writing skills are deficient should take the initiative to obtain the kind of assistance necessary to meet the requirements for written work. It is expected that written assignments be submitted on time. Late submissions without compelling reasons and prior arrangements will be lowered one-half grade level and one full letter-grade if more than 5 days late. Incompletes can be given only under compelling circumstances (e.g., serious illness or family crises) and must conform to University guidelines which require that three-fourths of the required course work be completed and 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.

Since learning from the class comes from diverse sources including didactics, discussion, guest presenters, family tapes, and experiential exercises, regular attendance is especially important and will be taken into account in grading. Criteria for evaluation are detailed above. Evaluation of class participation will consider the manner and extent to which you: 1) attend regularly and on time, 2) share own experiences, viewpoints, and reactions, 3) raise relevant questions and issues, 4) participate in analysis of practices under discussion, 5) give and use feedback constructively, 6) complete written assignments/exercises, and 7) evaluate own performance in an open and discriminating way. While the Instructor assigns the final grade for participation, at the end of the course the students will submit a self-evaluation form pertaining to their participation. Relative to participation, there are four broad, free-standing criteria that bear on one's grade. These include: 1) attendance, 2) quality of participation in discussion and experiential exercises, 3) completion of written exercises, and 4) overall level of professionalism shown. In this class the NASW Code of Ethics provides the standard from which judgments around professionalism will be made. Absences of 3 or more class sessions without compelling reasons will result in an "F" for participation. At a minimum, an "A" grade for participation requires that the student contribute to the class in an active and professional manner and evidence regular attendance.

In order to facilitate understanding of practice theory and method along with competence in their application, numerous written exercises are incorporated throughout the course experience. Each one of these should be turned in at the time of completion. While exercises will not be graded, those not submitted or submitted in qualitatively poor condition will be averaged as a "zero."

Because this course draws upon the expertise of some guest presenters throughout the semester, changes in the class schedule may be necessary from time to time. Changes in schedule of topical presentations may also occur in response to developments in the class process. Unless otherwise advised, however, it is suggested that you hold to the reading schedule as outlined below.

NOTE: Changes in the course schedule may occur during the Summer Session to accommodate specific developments in the class process. Such developments may result in changes of the following sort: 1) alterations in the order in which topics are presented or

2) deletion or addition of some topics. Changes of these kinds will not alter or increase the basic requirements of the course. Unless otherwise advised, however, it is suggested that you hold to the reading schedule as outlined below.

EVALUATION AND GRADING

Students may expect to be graded in accord with the following scale:

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

The contribution of each major assignment to the overall grade is as follows:

<u>Contribution</u>	<u>Assignments</u>
10%	Class participation
10%	Written self-assessments and practice-exercises
30%	Family assessment and treatment plan (own family)
30%	Self-change project and summary
20%	Quizzes

REQUIRED TEXTS

Bruenlin, D., Schwartz, B., & MacKune-Karrer, B. (2001). *Metaframeworks: Transcending the Models of Family Therapy*. San Francisco, CA: Jossey-Bass Publishers.

Nichols, M., & Schwartz, R. (2004). *The Essentials of Family Therapy*. New York: Allyn & Bacon.

RECOMMENDED TEXT

Gehart, D. R., & Tuttle, A. R. (2003). *Theory-based Treatment Planning for Marriage and Family Therapists*. Pacific Grove, CA: Brooks/Cole

OUTLINE AND READINGS

Session#1	<u>Morning Session</u>
May 17	Pre-course assessment
	Overview of course
	Family systems
	<u>Afternoon Session</u>
	Becoming a family practitioner
	Core elements of family practice

A blueprint for therapy
Stages of treatment
Brief intervention approaches

Required readings:

Nichols/Schwartz, The foundations of family therapy, pp. 1-6
Nichols/Schwartz, The evolution of family therapy, pp. 7-33
Nichols/Schwartz, The fundamental concepts of family therapy, pp. 54-75

Session #2
May 24

Morning Session

Metaframeworks overview:
Organization
Sequences
Development

Required readings:

Bruenlin, et al, A conversation about metaframeworks, pp. 3-18.
Bruenlin, et al, The metaframeworks perspective, pp. 19-56
Bruenlin, et al, A case in point, pp. 317-353
Bruenlin, et al, Leadership, balance, and harmony: The organization metaframework, pp. 125-157
Bruenlin, et al, Patterns of sequences: The sequences metaframework, pp. 90-124
Bruenlin, et al, Beyond the one-dimensional life cycle: The development metaframework, pp. 159-192

Afternoon Session

Gender
Culture

Required readings:

Bruenlin, et al, Unifying diverse parameters: The multicultural metaframework, pp. 193-236
Bruenlin, et al, Re-weaving feminism and systems: The gender metaframework, pp. 237-280
Nichols/Schwartz, Integrative models, pp. 258-261
Nichols/Schwartz, Getting started in family therapy: Basic techniques, pp. 34-53

Due: Self-change contract

Session #3
May 31

Holiday – No Class

Session #4
June 7

Morning Session

Internal family systems model

Afternoon Session

Bowen's systems model

Required readings:

Bruenlin, et al, Of mind and self: The internal family systems, pp. 57-89

Nichols/Schwartz, Bowen family systems therapy, pp. 76-96

Session #5
June 14

Morning Session

Structural model

Afternoon Session

Strategic/systemic model

Required readings:

Nichols/Schwartz, Structural family therapy, pp. 120-138

Nichols/Schwartz, Strategic family therapy, pp. 97-117

Due: Assessment of own family

Session #6
June 21

Morning Session

Solution-focused therapy

Afternoon Session

Cognitive-behavior model

***Due: Self-change project summary and treatment plan
Self-assessment and practices exercises***

Required readings:

Nichols/Schwartz, pp. Solutions-focused therapy, pp. 221-233

Nichols/Schwartz, Cognitive-behavior therapy, pp. 179-198

Session #7
June 23

Morning Session

Narrative therapy

Afternoon Session

Evaluation and research in family therapy

Marital therapy: Gottman's model

Professional development

Course wrap-up

Required readings:

Carter, B. (1986). Success in family therapy. *Family therapy networker*, July-Aug. pp. 16-23.

Pinsof, W. (1999). Choosing the right door. *Family therapy networker*, Jan-Feb. pp. 48-66

Nichols/Schwartz, The scientific basis of couples and family therapy research, pp. 278-296

Nichols/Schwartz, Comparative analysis, pp. 262-277

Nichols/Schwartz, narrative therapy, pp. 234-247

BIBLIOGRAPHY

Boscolo, L., Cecchin, G., Hoffman, L., & Penn, P. (1987). Milan systemic therapy. New York: Basic Books.

Bowen, M. (1978). Family therapy in clinical practice. New York: Jason Aaronson.

Boyd-Franklin, N. (1989). Black families in therapy: A multisystems approach. New York: Guilford Press.

Cade, B. & O'Hanlon, W. (1993). A brief guide to brief therapy. New York: Norton.

Carter, E., & McGoldrick, M. (Eds.)(1989). The changing family life cycle: A framework for family therapy, 2nd ed. Boston: Allyn & Bacon.

Davis, L. & Proctor E (1989). Race, gender and class: Guidelines for practice with individuals, families and groups. Englewood Cliffs, NJ: Prentice Hall.

de Shazer, S. (1988). Clues: Investigating solutions in brief therapy. New York: Norton.

de Shazer, S. (1991). Putting difference to work. New York: Norton.

Epstein, N., Schesinger, S. E., & Dryden, W. (1988). Cognitive-behavioral therapy with families. New York: Brunner/Mazel.

Falicov, C. J. (Ed.)(1988). Family transitions. New York: Guilford Press.

Falicov, C. J. (Ed.)(1983). Cultural perspectives in family therapy. Rockville, MD: Aspen.

Fisch, R., Weakland, J. H. & Segal, L. (1982). The tactics of change: Doing therapy briefly.

Friedman, S. (Ed.)(1993). The new language of change. New York: Guilford Press.

Gergen, K. J. & McNamee, S. (1992). Social constructionism in therapeutic process. London: Sage.

Gilligan, S. & Price R. (1993). Therapeutic conversations. New York: Norton.

Goodrich, T. J. (Ed.)(1991). Women and power: Perspectives for family therapy. New York: Norton.

- Grotevant, H. D. & Carlson, C. I. (1989). Family assessment: A guide to methods and measures. New York: Guilford Press.
- Goldenberg, I & Goldengerg, H. (1991). Family therapy: An overview. Monterey, CA: Brooks-Cole Publishing.
- Guerin, P. J., Fay, L. Burden, S. & Kautto, J. (1987). The evaluation and treatment of marital conflict: A four-stage approach. New York: Basic Books.
- Haley, J. (1976). Problem-solving therapy. San Francisco: Jossey-Bass.
- Hartman, A. & Laird, J. (1983). Family centered social work practice. New York: Free Press.
- Hoffman, L., (1981). Foundations of family therapy. New York: Basic Books.
- Imber-Black, E., Roberts, J. & Whiting, R. (1989). Rituals in families and family therapy. New York: Norton.
- Kerr, M. E. & Bowen, M. (1988). Family evaluation. New York: Norton.
- Kilpatrick, A. & Holland, T. (Eds.)(1995). Working with families: An integrative model by level of functioning. New York: Allyn & Bacon.
- L'Abate, L. & Bagarozzi, D. (Eds.)(1993). Sourcebook of marriage and family evaluation. New York: Brunner/Mazel.
- Leupnitz, E. (1988). The family interpreted: Feminist theory in clinical practice. New York: Basic Books.
- Liddle, N. Bruenlin, D. & Schwartz, R. (Eds.)(1988). The handbook of family therapy and supervision. New York: Guilford Press.
- Madanes, C. (1981). Strategic family therapy. San Francisco: Jossey-Bass.
- Madanes, C. (1990). Sex, love and violence: Strategies for transformation. New York: Norton.
- Minuchin, S. (1974). Families and family therapy. Cambridge, MA: Harvard University Press.
- Minuchin, S. & Fishman, H. C. (1981). Family therapy techniques. Cambridge, MA: Harvard University Press.
- Minuchin, S., Montalvo, B., Guerny, B., Rosman, B. & Schumer, F. (1967). Families of the slums. New York: Basic Books.
- Minuchin, S. and Nichols, M. P. (1992). Family healing: Tales of hope and renewal from family therapy. New York: The Free Press.

- McGoldrick, M., Anderson, C. & Walsh, F. (Eds.)(1989). Women in families: A framework for family therapy. New York: Norton.
- McGoldrick, M. & Gerson, R. (1985). Genograms in family assessment. New York: Norton.
- McGoldrick, M, Pearce, J. K. & Giordna, J. (1982). Ethnicity and family therapy. New York: Guilford Press.
- Papero, D. (1990). Bowen family systems theory. Needham Heights, MA: Allyn & Bacon.
- Patterson, G. R. (1971). Families: Application of social learning theory to family life. Champaign, IL: Research Press.
- Pittman, F. (1987). Turning points: Treating families in transition and crisis. New York: Norton.
- Schwartz, R. C., (1994). The internal family systems model. New York: Guilford Press.
- Stuart, R. B. (1980). Helping couples change: A social learning approach to marital therapy. New York: Guilford Press.
- Szapocznik, J. & Kurtines, W. (1989). Breakthroughs in family treatment. New York: Springer.
- Titleman, P. (1987). The therapist's own family: Toward the differentiation of self. Northvale, NJ: Jason.
- Touliatos, J., Perlmutter, B. & Straus, M. (1990). Handbook of family measurement techniques. Newbury Park, CA: Sage.
- Weiss, H. & Jacobs, F. (Eds.)(1988). Evaluating family programs. New York: Aldine De Gruyter.
- White, M. & Epston,D. (1990). Narrative means to therapeutic ends. New York: Norton.
- Wilkinson, I. (1992). Family assessment: A basic manual for practitioners. New York: Gardner Press.
- Wynne, L. C. (Ed.) (1988). The state of the art in family therapy research: Controversies and recommendations. New York: Family Process Press.