

**INDIANA UNIVERSITY
SCHOOL OF SOCIAL WORK**

S644 Social Work Practice III: Families (3 credits.)

Instructor: Craig Fall
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Semester Year: Fall 1998
Section: R730
Course meets in Room: ES2109

I. 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.

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 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.

III. Course Format & Assignments

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. 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. (Some changes in the projected course schedule and activities may be necessary to accommodate specific developments in the class process.) Major assignments are outlined below.

A. Two comparative analysis papers (30% of grade)

Students are to submit three brief papers comparing the following family approaches:

- 1) structural and behavioral,
- 2) Bowenian and strategic/systemic, and
- 3) brief/solution-focused and one other cutting-edge model of family practice of choice.

Each paper will 1) differentiate the models in relation to their conceptualization of family difficulties, 2) compare differences in treatment goals, 3) contrast methods used, 4) contrast evaluated outcomes and evaluation methods, 5) discuss applicability to social work practice, and 6) highlight the fit of each model with one's own personal style and theoretical leanings. Papers are limited to 3-6 double-spaced, typewritten pages and are due the week following in-class presentations of the respective models being compared. Use the above headings and all 6 (above) areas for comparison.

B. Family assessment and treatment plan (35% of grade)

Students assigned to families in their field practicum are encouraged to complete a family assessment and treatment plan on one of the families with whom they work. In the event that no suitable cases are available, students are asked to consult with the professor. Details pertaining to this assignment follow.

For this assignment you are to a) conduct an in-depth assessment of one family seen in your field practicum utilizing key elements of the metaframeworks model; b) formulate working hypotheses and intervention plans; and c) think through how relevant methods from differing family therapy models might be applied in the treatment process. While it is preferable that the assessment be conducted on a family being seen in your practicum, consideration may be given to implementing the assignment in relation to a videotaped family selected from among a list of films depicting family life in different contexts. Areas to be addressed in the assessment include the following: 1) major developmental themes/crises; 2) prominent organizational features of the family; 3) significant interactional sequences, 4) cultural constraints and resources, 5) gender issues of significance, 6) socio-ecological context, and 7) summary of major problematic features along with family strengths/resources. Treatment plans should cover: 1) presenting problem(s); 3) treatment goals; 4) intervention methods; and 5) a detailed evaluation plan.

C. Short Essay/Examination (30% of grade). Multiple choice.**D. Class Participation (5% of grade).**

Students are expected to attend class regularly and participate in large and small group activities in a manner that reflects having read the assignments.

IV. COURSE POLICIES AND EXPECTATIONS

In keeping with the 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. In fact, you are strongly encouraged to extend your reading in areas of special interest and your career goals.

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 quality will be lowered. Students whose writing skills are deficient are encouraged 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 prior arrangements will be lowered one-half grade level and one full-letter grade if more than 5 days late. **Incomplete's** 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 incomplete 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, tapes, and experiential exercises and class participation, regular attendance is especially important and will be taken into account in grading. Evaluation of class participation will consider the manner and extent to which the student: 1) attends regularly and on time; 2) shares own experiences, viewpoints, and reactions; 3) raises relevant questions and issues; 4) participates in analysis of practices under discussion; 5) gives and uses feedback constructively; 6) completes written assignments/exercises; and 7) evaluates own performance in an open and discriminating way. Relative to participation, there are three broad, free-standing criteria that bear on one's grade. These include: 1) attendance; 2) quality of participation in discussion and experiential exercises; and 3) overall level of professionalism shown. At a minimum, an "A" grade for participation requires that the student contribute to the class in an active and professional manner and misses no more than one class session. A "B" or lower grade for participation may be given to students missing more than one class session without compelling reasons and prior arrangements with the instructor. Certainly, however, factors beyond attendance may also figure into a low participation grade.

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>
30%	Comparative papers
35%	Family assessment
30%	Test
5%	Class participation

Required Texts

- Bruehl, D., Schwartz, B., & MacKune-Karrer, B. (1992). *Meta-Frameworks: Transcending the models of family therapy*. San Francisco, CA: Jossey-Bass Publishers.
- Nichols, M. & Schwartz, R. (1998). *Family therapy: concepts and methods*. NY: Allyn & Bacon.

Recommended Texts

1. Berg, I. K. (1994). *Family based services: A solution focused approach*. NY: Norton.
2. Boyd-Franklin, N. (1989). *Black families in therapy*. NY: Guilford Press.
3. Cade, B. & O'Hanlon, W. (1983). *A brief guide to brief therapy*. NY: Norton.
4. Epstein, A. (1995). *A guide to developing community-based family support systems*. NY: High Scope Press.
5. Laird, J. & Greene, R. J. (Eds.) (1996). *Lesbians and gays in couples and families*. San Francisco: Jossey Bass.
6. Logan, S.M.L., Freeman, E. & McRoy, R. G. (1990). *Social work practice with black families*. White Plains, NY: Longman.
7. McDaniel, Hepworth & Doherty, W. (1993). *Medical family therapy: A biopsychosocial approach to families with health problems*. NY: Basic Books
8. McGoldrick, M., Giordano, J., & Pearce, J. (Eds.) (1996). *Ethnicity and Family Therapy* (2nd ed.) NY: Guilford.
9. McGoldrick, M., Anderson, C. & Walsh. (1991). *Women in families: A framework for family therapy*. NY: Norton.
10. Neidhard, E. & Allen, J. (1993). *Family therapy with the elderly*. Newbury Park, CA: Sage.
11. Todd, T. & Selekman, M. (Eds.) (1991). *Family therapy approaches with adolescent substance abusers*. Needham Heights, MA: Allyn & Bacon.

V. Outline and Readings

Session # 1 8/29	Introduction to Course The Foundations of Family Therapy <i>Required Reading:</i> Nichols/Swartz (Chapter 1)
Session # 2 9/5	The Evolution of Family Therapy/Early Modes MetaFrameworks: Family organization, interactional patterns, development and stages/transitions, culture, ethnicity, gender and larger systems <i>Required Reading:</i> Nichols/Swartz, Chapters 2-3; pp. 435-438
Session # 3 9/12	Fundamental Concepts Bowen Family Systems Therapy Role Play - Class discussion <i>Required Reading:</i> Nichols/Swartz, Chapters 4-5
Session # 4 9/19	Experiential Family <i>Therapy</i> Role Play - Class discussion <i>Required Reading:</i> Nichols/Swartz: Chapter 6.
Session # 5 9/26	Psychoanalytic Family Therapy Role Play - Class discussion <i>Required Reading:</i> Nichols/Swartz - Chapter 7.
Session # 6 10/3	Structural Family Therapy Role Play — Class Discussion <i>Required reading:</i> Nichols/Swartz - Chapter 8.
Session # 7 10/10	Cognitive Behavioral Therapy Role Play - Class discussion <i>Required reading:</i> Nichols/Swartz - Chapter 9
Session # 8 10/17	Strategic/Systemic Mode 1 Role Play - Class Discussion <i>Required Reading:</i> Nichols/Swartz - Chapter 11; pp. 355-380. Comparative Paper #1 Due.
Session # 9 10/24	Brief/ solution focused model Role Play - Class Discussion. <i>Required reading:</i> . (Other readings to be assigned).

Session # 10 10/31	Family Therapy in the 90's - Class Discussion <i>Required Reading:</i> Nichols/Swartz - Chapters 10, 12. Comparative Paper #2 Due.
Session # 11 11/7	Integrative Models; Metaframeworks Class Discussion - Role Play <i>Required readings:</i> Nichols/Swartz: Chapter 13. Buelin, et al: pp. 3 - 18; pp. 19 - 56; pp. 90-124; pp. 125 - 157, pp. 281 316.
Session # 12 11/14	Meta Frameworks Role Play - Class discussion <i>Required readings:</i> Bruenlin, et al: pp. 158-192; pp. 193 - 236.
Session # 13 11/21	Family Therapy Research - Class Discussion <i>Required readings:</i> Nichols/Swartz: Chapter 15; Additional readings to be assigned.
November 28	No Class.
Session # 14 12/5	TEST Examination covers material related to all readings assigned and to course lectures.
Session # 15 12/12	Special Populations
Session # 16 12/8/97	Presentation and Discussion of Research Projects TBA Course Evaluation Family Assessment + Treatment Plan Paper Due.

VI. Bibliography

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