

LOMA LINDA UNIVERSITY
DEPARTMENT OF SOCIAL WORK AND SOCIAL ECOLOGY
SOWK 520 Foundation Practice IV: Families
Winter Quarter 2006-2007

Section:	Instructor:	Contact Info:	Units:	Lecture:	Room:
1	Ann Curtis, MSW	951-236-6903	3	Tuesdays, 3:00-5:50 pm	

TEXTBOOK

Franklin, C., & Jordan, C. (1999). *Family practice: Brief systems methods for social work*. Pacific Grove, CA: Brooks/Cole.

Hepworth, D., Rooney, H., Rooney, G.D., Strom-Gottfried, K., & Larsen, J.A. (2006). *Direct Social Work Practice: Theory and Skills*. Belmont, CA: Brooks/Cole.

The above text is also required for SOWK 517 Foundation Practice with Individuals

SUPPLEMENTAL READINGS FROM THE FOLLOWING BOOKS

Berg, K., & Kelly, S. (2000). *Building solutions in child protective services*. New York: Norton.

Couden, B. (Ed.). (1999). *Understanding intimate violence*. Hagerstown, MD: Review and Herald Publishing Association.

Diamond, R., Kezur, D., Meyers, M., Scharf, C., & Weinshei, M. (1999). *Couple therapy for infertility*. New York: Guilford Press.

Kadis, M., & McClendon, R. (1998). *Concise guide to marital and family therapy*. Washington D.C.: American Psychiatric Press.

Kirst-Ashman, K. K., & Hull, G. H., Jr. (1999). *Understanding generalist practice*. Chicago, IL: Nelson-Hall.

Papp, P. (2000). *Couples on the fault line*. New York, NY: The Guilford Press.

Taibbi, R. (1996). *Doing family therapy*. New York: Guilford Press.

COURSE CONTEXT AND DESCRIPTION

Foundation Practice IV: Families is the fourth course of **Sequence IV: Practice**. As a part of the foundation curriculum of the MSW program, **Sequence IV: Practice** prepares students to apply a generalist perspective to social work practice with systems of all sizes.

Foundation Practice IV: Families is designed to introduce students to the application of a generalist practice with families. Emphasis is placed on the ability of the generalist practitioner to identify underlying dynamics occurring in families, the significance of these dynamics upon individual members' behaviors, family values related to race and ethnicity, the impact of organizational and community issues, the basic skills to assess a family, and the ability to select appropriate problem-solving methods and intervention techniques. Attention is given to skill acquisition through laboratory exercises which introduce students to a wide range of family intervention techniques applicable to the treatment needs of specific client populations.

COURSE GOAL

The goal of this course is to introduce students to the theories, methods of problem-solving, techniques, and practice values associated with family interventions.

COURSE OBJECTIVES

- To provide students with an understanding of a generalist social work practice perspective that will equip them to differentially apply appropriate methods of intervention across micro, mezzo, and macro systems when working with families;
- To provide students with opportunities to apply the knowledge, values, and skills required of a generalist practitioner when working with families;
- To provide students with an appreciation of the historical underpinnings of interventions with families as a part of social work as a means of enhancing social functioning;
- To provide an ecological perspective from which to intervene with families with varied client populations, presenting problems, and intervention situations;
- To provide knowledge of the changes occurring across the life span of its members which have impact on family functioning;
- To provide knowledge of the interdisciplinary theories, research, and clinical models which give understanding to social work interventions with families;
- To provide an understanding and appreciation for assessing issues of human diversity (e.g., membership in an ethnic or racial group, gender, sexual orientation, or disability) as these have meaning for guiding the design, selection, and implementation of family interventions and techniques;
- To explore issues of professional values and ethics as these affect the application of interventions with families;
- To provide knowledge of the interrelationships and differences of social work practice with individuals, families, groups, organizations and communities;
- To assist students in the acquisition of a wide range of family intervention skills applicable to the treatment needs of specific client population; and
- To promote a practice philosophy which will guide students to become self-regulating and self-evaluating social work professionals.
- To provide knowledge of evidenced based family therapy and to understand best practice models for specific family problems.

STUDENT EDUCATIONAL OUTCOMES

- Students will be able to demonstrate through examination and class discussions an understanding of the knowledge, values and skills of generalist social work practice through the differential selection of appropriate intervention methods with micro, mezzo, and macro systems;
- Students will be able to demonstrate through written assignments and required laboratory exercises the appropriate application of a generalist social work practice perspective when working with families;
- Students will demonstrate through written assignments and class participation an appreciation of the historical underpinnings of social work interventions with families and means of enhancing social functioning;

- Students will demonstrate through written assignments, quizzes and class participation, within an ecological perspective, knowledge of issues guiding the differential application of interventions with families when working with varied client populations, presenting problems, and intervention situations;
- Students will demonstrate through written assignments and class participation knowledge of the changes occurring across the life span of its members which have impact on family functioning;
- Students will demonstrate through written assignments, quizzes and class participation knowledge and application of the interdisciplinary theories, research, and clinical models which give understanding to social work interventions with families;
- Students will demonstrate in through written assignments and class participation an understanding and appreciation for assessing issues of human diversity (e.g., membership in an ethnic or racial group, gender, sexual orientation, or disability) as these have meaning for guiding the design, selection, and implementation of family interventions and techniques;
- Students will demonstrate through written assignments and class participation an understanding of the professional values and ethical concerns which have meaning for the application of interventions with families;
- Students will demonstrate through written assignments, completing quizzes and class participation knowledge of the interrelationships and differences of social work practice with individuals, families, groups, organizations and communities;
- Students will demonstrate through written assignments and class participation moderate skill in using a wide range of family intervention techniques with specific client populations; and
- Students will demonstrate through written assignments and class participation a beginning-level practice philosophy from which to guide their development as self-regulating and self-evaluating social work professionals.
- Students will demonstrate through written assignments, class participation and completing quizzes knowledge of evidence based family therapy and best practices models for specific family problems.

COGNITIVE AND AFFECTIVE LEARNING EXPERIENCES

Among the instructional methods planned for this course will be: (a) teacher presentation of theory and practice, (b) class discussion, (c) role playing, (d) audio/visual aids, (e) group activities and demonstrations which foster the student as active learner, and (f) discussion of the professional literature.

COURSE REQUIREMENTS

Required Readings: Course readings designated as required provide the major content for lectures, discussions, examinations, writing and quizzes. *Required readings are located in either the course text books, the course supplement, or on-line at the specified web address.*

Recommended Readings: Recommended readings refer to the text and journal materials used to supplement course lectures, discussions, and student research. Examination and quiz questions are not taken from recommended readings. *Recommended readings are available through the library in on-site journal holdings unless identified as reserved.*

Attendance Policy: Students are expected to attend all sessions of all classes. Failure to do so will negatively impact

the student's grade and may place the student in jeopardy of course failure. This policy exists because the social work program is one of professional preparation. In addition to acquiring theoretical knowledge, students are expected to acquire professional values, to integrate knowledge from a range of courses, to develop professional skills and be socialized into the profession. The faculty of the Department of Social Work and Social Ecology are convinced that this cannot be accomplished through independent study alone. Thus, attendance is required unless legitimate and special reasons exist for absences or tardiness. Any such absences or tardiness should be discussed directly with the course instructor.

Classes begins on the hour unless otherwise arranged. Students are required to be in the classroom and seated by that time. Instructors have the right to refuse entry or reentry to any students who are tardy or who take frequent and/or extended breaks from class. Early departures from classes are also not acceptable. Tardiness, frequent and/or extended breaks, and early departures are all recorded as absences. All absences are factored into the course grade and may be substantial enough to effect the final course grade; including assignment of an unsatisfactory or failing grade. Absences due to personal emergencies, jury duty, or work responsibilities will be excused only if appropriate documentation is provided. Students should give special attention to arranging for child care and making voluntary personal appointments at times that do not conflict with their responsibilities regarding class attendance.

Faculty members may choose to incorporate a + or - 1% tolerance range in the grading system. This option will be used to reflect attendance (missed classes, late arrivals and early departures) and passive participation.

Test Taking Policy: It is the policy of the department that all students are expected to take examinations at the scheduled time. The only acceptable excuse/s for not taking an examination on time is major illness (documented by the student health service or student's physician) or serious personal emergency. The consequences of missing an examination under these circumstances are determined by the Academic Standards Committee. If a student arrives late for an examination, s/he may be denied admission to the examination site. If a student arrives late for an examination and is allowed to take the examination, s/he will not be given extra time but is required to finish the examination at the pre-scheduled completion time.

Class Participation and Preparation:

- I. Students are encouraged to ask questions, enter into class discussions, reflect or respond to questions about reading assignments. Students are especially urged to actively participate in contributing to a productive study group.
- II. Students will complete three quizzes during the quarter covering assigned readings, and lectures and videos shown in class.

Quizzes: There will be a total of three quizzes.

- Quizzes will be objective: short answer, true/false, multiple choice and matching. Each Quiz will be non-cumulative.

Family Vignette Paper: A template regarding a family at risk will be provided. Specific therapeutic difficulties with the family will be itemized. The student is expected to apply class lectures, reading assignments, and additional literature to discuss the difficulties. Length: approximately 5 pages, using APA style of reference. A handout will be provided in class with additional information.

Family Therapy Paper: Length 8-12 pages, using APA style of reference. The student is expected to use class lectures, readings, and additional literature resources.

- A) Describe a family at risk.
- B) Discuss the application of two theoretical approaches regarding interventions.
- C) Identify three strategies per theoretical approach to be used with the family at risk

A Handout will be provided in class with additional guidelines for this paper.

GRADING

Family Vignette Paper	20%
Quizzes	45% (15% per quiz)
Family Therapy Theoretical Paper	<u>35%</u>
TOTAL	100%

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93-100	90-92	87-89	83-86	82-80	77-79	73-76	70-72	67-69	63-66	60-62	<60
4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	<i>0.0 Assigned value for calculation of grade point averages.</i>	

*Faculty members may choose to incorporate a + or - 1% tolerance range in the above grading system. Faculty members also reserve the right to make adjustments in assignment weights so as to benefit the grade distribution for students.

**Disclaimer: The attendance policy used in the MSW, Case Management and other department programs is currently under review.

GRADING CRITERIA FOR WRITING ASSIGNMENTS

The following criteria are used in determining a grade for writing assignments: 1) adherence to the assignment guidelines; 2) clarity of thought; 3) grammar; and 4) organization of paper.

ACADEMIC POLICIES AND STANDARDS FOR PERFORMANCE

All students receive copies of The MSW Program Student Handbook and the Loma Linda University Student Handbook upon admission to the University and program. Students are held responsible for becoming familiar with the policies contained in these documents. Specifically, students need to know and understand the academic policies that guide their classroom and practicum experiences. These include but are not limited to policies for assignment standards, late assignments, attendance, identification of codes for course assignments, and academic dishonesty. Students should address any questions they may have regarding these policies to the Department's Academic Standards Committee.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY

If you are an individual with a certifiable disability and need to make a request for reasonable accommodation to fully participate in this class, please visit the Dean's Office of your school. To view the Disability Accommodation Policy please go to: <http://www.llu.edu/llu/handbook/6e.htm>

ACADEMIC INTEGRITY POLICY

[Sample; pending approval of a university-wide policy] Acts of dishonesty including theft, plagiarism, giving or obtaining information in examinations or other academic exercises, or knowingly giving false information are unacceptable. Substantiated violations are to be brought before the dean for disciplinary action. Such action may include, but is not limited to, academic probation or dismissal from the program. To view the Standards of Academic Conduct Policy please visit: <http://www.llu.edu/llu/handbook/6r.htm>

Loma Linda University
All Undergraduate & Graduate Programs
Requirements for the Appropriate Use of PHI
Addendum to Syllabus, Prospectus Guidelines or other Program Material

- Applicability:** All Students (LLU Students in all schools/programs & Non-LLU Students)
- Purpose:** To provide guidance and establish clear expectations for students regarding the appropriate access to and use of protected health information (PHI) during course studies and related program activities.
- Scope:** PHI or Protected Health Information. Under the Health Insurance Portability and Accountability Act (HIPAA), patient health information is protected. Patient health information is considered protected if any of the identifiers listed under “List of Patient Identifiers” below is attached to health data.

Requirements & Expectations

PHI may be accessed and used under the direction of the instructor for learning and education within the student’s formal field of study. In a course where PHI is needed to enhance and promote learning, students are allowed to access or use PHI in a manner consistent with expectations of the course and within the limits of information that would otherwise be accessed or used in the role of a licensed professional within the student’s formal field of study.

While in the possession of PHI belonging to LLU or its affiliates, students must assume legal responsibility and provide necessary security means to ensure data integrity and patient confidentiality. PHI stored on electronic portable devices e.g., laptops, PDA’s must be password protected and encrypted. PHI must be encrypted when transferred via the Internet.

If PHI is not required to meet course objectives, accessing PHI via any means (including but not limited to access to hardcopy patient charts, computers, downloading of data to electronic devices (portable or otherwise) via USB ports, flash drives, and transferring data to LLU or non-LLU email accounts e.g., Yahoo, AOL, or other means), is strictly prohibited.

Students must adhere to all outlined guidance for the proper access to and use of PHI. Non-adherence to the requirements or established expectations regarding the access to, use or disclosure of PHI is subject to disciplinary action.

1. Access to PHI

Access to PHI must be within approved methods/channels (e.g., Health Information Management (HIM) Department) established by the hospital or entity holding the PHI. Students granted system access are only allowed access to PHI when necessary to fulfill required course objectives (e.g., rotations, patient care and treatment). Students must not use system access for any other purpose.

2. Minimum Necessary

Minimum necessary applies to any access to PHI. Minimum necessary means that students must only obtain the information necessary to complete the required course objective. The required course objective will be defined class by class by instructors and listed in the class syllabus.

3. De-Identification

Any PHI that is obtained to meet a required course objective must not leave the hospital or the entity holding the PHI. Only de-identified data can be removed from the facility. Students must obtain permission from the hospital or entity holding the data to access PHI for de-identification purposes. See the “List of Patient Identifiers” section below for the fields that must be removed in order to de-identify data. Copies of PHI can only be made with written

approval by the entity holding the data. The written approval must include acknowledgement by the authorizing individual of the specific purpose of use of copies. Copies of PHI must be de-identified prior to leaving the hospital or entity.

4. Case Studies involving Patients

If a unique case is described that may identify an individual to the general public simply by describing the disease or the unique treatment received, authorization from the patient is required prior to disclosing the information as part of a published article, meeting abstract, or any other form of public presentation.

IRB-approved recruitment practices should be followed in order to contact a patient or patients to acquire their authorization for disclosure of information for a case report. For example, if the case is being researched or presented by someone other than the treating physician, then the initial contact should be made by, or at least in collaboration with, the clinical department that treated the patient and with whom the patient is familiar. For further guidance on recruitment practices, see section VIII of the LLU Researcher's Guide to HIPAA, which can be found at <http://research.llu.edu>.

5. Research

Research protocol/studies must be reviewed/approved through the Institutional Review Board (IRB). Visit the Office of Sponsored Research (OSR's) website (<http://research.llu.edu>) for special requirements associated with conducting research.

6. Other Publications

Students must not use PHI in any publication without a valid written authorization and approval from the following: Dean of School, Legal Counsel and Compliance.

7. Photographs

Photographs must not be taken of patients or any proprietary information (e.g., equipment, facilities) without obtaining appropriate consents and/or authorizations. If photographs are required for coursework, students must obtain documentation from the instructor that photographs are needed and must follow entity specific policy for taking photographs. For patient photographs, written authorization to use or disclose the photograph must be obtained from the patient in addition to obtaining written consent to take the patient's photograph. All consent/authorization forms used must be approved forms currently in use by the hospital or facility in which the photograph is taken. Note: The term "photograph" means any motion picture or still photography in any format, as well as video/digital tape, disc, or any other mechanical or electronic means of recording and reproducing images, including cell phones.

8. Disclosure

PHI accessed/learned/obtained from LLU or its affiliated entities must not be shared in any way with family members, friends, fellow students, other trainees or any other individual. Family/friends that come to visit may not visit in areas where PHI is easily accessible. Note: For patient care and training purposes, PHI can be shared with those that have a need to know in order to meet patient care and training objectives.

9. Disposal and Destruction of PHI

Immediately upon completion of its intended use, PHI that will not be placed in the patient medical record must be shredded. Destruction of PHI on media such as, but not limited to, CD or diskette must be handled in accordance with entity specific policy to ensure proper destruction.

10. Incident Reporting

Students must report incidents of potential privacy or security breaches immediately to their instructor or Program Director. Potential privacy or security breaches include but are not limited to events or incidents that may result in compromised patient data, loss/theft of patient chart(s) or electronic devices which store patient data, and possible harm to a patient due to use/disclosure of PHI in a manner contrary to stated guidance for the proper access to and use of PHI.

List of Patient Identifiers to be Removed for De-Identification

To de-identify data, the following fields for the patient and of the patient's family or employer must be removed:

<i>List of Patient Identifiers</i>	
Names	Health plan beneficiary numbers
Addresses (geographic subdivisions smaller than a state)	Account numbers
Zip codes	Certificate/License Numbers
All elements of dates (except year) (e.g. birth/death; admission/discharge)	Vehicle identifiers/Serial numbers (e.g., driver's license numbers)
All ages over 89 and all elements of dates (including year)	Device identifiers
Telephone Numbers	Web Universal Resource Locators (URLs)
Fax Numbers	Internet Protocol (IP) address numbers
Email addresses	Biometric identifiers, including voice and finger prints
Social security numbers	Full face photographic images and any comparable images
Medical record numbers	Any other unique identifying number, characteristic, or code (e.g., birthmarks, tattoos, identifying anomalies)

**SOWK 520 Practice IV: Families
COURSE SCHEDULE**

WEEK ONE- March 27, 2007

LECTURE TOPICS:

- I. Introduction to the Course
- II. Family Practice: An Ecological Perspective
- III. Review of Systems Theory as Applied to Family Structure
- IV. Generalist practice with families
- V. Family Therapy Video: Virginia Satir: "Of Rocks & Flowers: As Applied to Discussion of What is Family Therapy?"

READINGS/ASSIGNMENTS (*REQUIRED*):

- Franklin, C., & Jordan, C. (1999). *Family practice: Brief systems methods for social work*. Pacific Grove, CA: Brooks/Cole.
Chapter 01 Family practice in today's practice contexts, pp. 3-18.
- Hepworth, D., Rooney, H., Rooney, G.D., Strom-Gottfried, K., & Larsen, J.A. (2006). *Direct Social Work Practice: Theory and Skills*. Belmont, CA: Brooks/Cole.
Chapter 10 Assessing family functioning in diverse family and cultural contexts, pp. 240-250.
- Arditti, J. (2005). Families and incarceration: An ecological approach. *Families in Society*, 86 (2), 251-260.
Available online through: <http://0-www.familiesinsociety.org.catalog.llu.edu/default.asp>
- Early, T., & GlenMaye, L. (2000). Valuing families: Social Work practice with families from a strengths perspective. *Social Work*, 45 (2), 118-130.
Available online through: <http://webbline.llu.edu> - (*Academic Search Elite, EBSCO*)
- Kirst-Ashman, K., & Hull, G. (1999). Working with families. In *Understanding generalist practice* (pp. 378-413). Chicago, IL: Nelson-Hall.
- Mbanaso, M.U., Shavelson, J. & Ukawuilulu, J. (2006). Elderly African Americans as intergenerational caregivers. *Journal of gerontological Social Work*, 47 (1/2), 3-15.
Available online through: <http://webbline.llu.edu> - (*Academic Search Elite, EBSCO*)

READINGS/ASSIGNMENTS (*RECOMMENDED*):

- McGoldrick, M., Almeida, R., Preto, N., Bibb, A., Sutton, C., Hudak, J., & Hines, P. (1999). Efforts to incorporate social justice perspectives into a family training program. *Journal of Marital and Family Therapy*, 25 (2), 191-209.
- Pinderhughes, E. (1995). Empowering diverse populations: Family practice in the 21st century. *Families in Society*, 76, (3), 131-140.

Warren, K., Franklin, C., & Streeter, L. (1998). New directions in system theory: Chaos and complexity. *Social Work*, 43 (4), 335-371.

WEEK TWO- April 3, 2007

LECTURE TOPICS:

- I. Evidence Based Family Therapy: Definition and Application
- II. Time Limited Family Practice
- III. Structural Family Therapy
- IV. Experiential demonstration of strategies

READINGS/ASSIGNMENTS (*REQUIRED*):

Franklin, C., & Jordan, C. (1999). *Family practice: Brief systems methods for social work*. Pacific Grove, CA: Brooks/Cole.

Part 2 Time-limited (brief) family practice models for social work practice, pp. 21-22.

Chapter 02 Structural family therapy, pp. 23-42.

Chapter 09 Rapid Assessment in family practice, pp. 225-253.

Hepworth, D., Rooney, H., Rooney, G.D., Strom-Gottfried, K., & Larsen, J.A. (2006). *Direct Social Work Practice: Theory and Skills*. Belmont, CA: Brooks/Cole.

Chapter 10 Assessing family functioning in diverse family and cultural contexts, pp. 251-282.

Corsini, R. & Wedding, D. (2005). Family Therapy. *Current Psychotherapies*, pp. 372-404.

Gaugler, J. E., Anderson, K. A. & Holmes, H. H. (2005). Family-based intervention in residential long-term care. *Marriage & Family Review*, 37 (1/2), 45-62.

McLendon, D., McLendon, T. & Petr, C.G. (2005). Family-directed structural therapy. *Journal of marital and family therapy*, 31 (4), 327-339.

READINGS/ASSIGNMENTS (*RECOMMENDED*):

Becvar, D. (1997). Soul-healing and the family. *Journal of Family Social Work*, 2 (4), 1-12.

Dungee-Anderson, E., & Beckett, T. (1995). A process model for multi-cultural social work practice. *Families in Society*, 76 (10), 459-468.

Laird, J. (1995). Introduction: Cultural diversity in clinical practice. In *Session: Psychotherapy in Practice*, 1 (4), 1-7.

Laszloffy, T., & Hardy, K. (2000). Uncommon strategies for a common problem: Addressing racism in family therapy. *Family Process*, 39 (1), 335-350.

McMillen, J. (1999). Better for it: How people benefit from adversity. *Social Work*, 44 (5), 455-468.

Standridge, M. (1995). Task intervention training dilemmas in brief family social work. *Journal of Family Social Work*, 1 (1), 55-75.

Strander, V., Piercy, F., Machinnon, D., & Helmere, K. (1994). Spirituality, religion and family therapy: Competing or complementary worlds. *The American Journal of Family Therapy*, 22 (1), 27-41.

WEEK THREE- April 10, 2007

LECTURE TOPICS:

- I. Evidence Based Family Therapy Continued
- II. Strategic Family Therapy
- III. Experiential demonstration of strategies

READINGS/ASSIGNMENTS (*REQUIRED*):

Franklin, C., & Jordan, C. (1999). *Family practice: Brief systems methods for social work*. Pacific Grove, CA: Brooks/Cole.
Chapter 03 Mental Research Institute (MRI), strategic, and Milan family therapy, pp. 45-70.

Dewane, C. (2006). Use of self: A primer revisited. *Clinical social work journal*, 34 (4), 543-558.
Available online through: <http://webblinellu.edu> - (Academic Search Elite, EBSCO)

Scheyett, A., McCarthy, E. & Rausch, C. (2006). Consumer and family views on evidenced-based practices and adult mental health services. *Community mental health journal*, 42 (3), 243-257.
Available online through: <http://webblinellu.edu> - (Academic Search Elite, EBSCO)

Soo-Hoo, T. (1999). Brief strategic family therapy with Chinese Americans. *American Journal of Family Therapy*, 27 (2), 163-180.
Available online through: <http://webblinellu.edu> - (Academic Search Elite, EBSCO)

READINGS/ASSIGNMENTS (*RECOMMENDED*):

Benningfield, M. (1997). Addressing spiritual/religious issues in therapy: Potential problems and complications. *Journal of Family Social Work*, 2 (4), 25-42.

McKay, M., Gonzales, J., Stone, S., Ryland, D., & Kohner, K. (1995). Multiple family therapy group: A responsive intervention model for inner city families. *Social Work with Groups*, 18 (4), 41-56.

Papp, P. (2000). New directions for therapists. In *Couples on the fault line* (pp. 1-28). New York: Guilford.

Reiter, R. (2000). Structuring home-based therapy: Four phases to effective treatment. *Journal of Family Social Work*, 4 (2), 21-35.

Richeport-Haley, M. (1998). Ethnicity in family therapy: A comparison of brief strategic therapy and culture-focused therapy. *The American Journal of Family Therapy*, 26, 77-90.

WEEK FOUR- April 17, 2007

LECTURE TOPICS:

- I. Cognitive-Behavioral Family Therapy
- II. Psychoeducational Family Therapy
 - A. Illness
 - B. Trauma
 - C. Loss
- III. Experiential demonstration of strategies
- IV. Quiz 1

READINGS/ASSIGNMENTS (*REQUIRED*):

Franklin, C., & Jordan, C. (1999). *Family practice: Brief systems methods for social work*. Pacific Grove, CA: Brooks/Cole.
 Chapter 04 Behavioral and cognitive-behavioral family therapy, pp. 73-101.
 Chapter 07 Psychoeducational family therapy, pp. 175-198.

Bland, R., & Harrison, C. (2000). Developing and evaluating a psychoeducation program for caregivers of bipolar affective disorder patients: Report of a pilot project. *Research on Social Work Practice*, 10 (2), 209-229.
Available online through: <http://webblinellu.edu> - (Academic Search Elite, EBSCO)

Daro, D., & Donnelly, A. (2002). Charting the waves of prevention: two steps forward, one step back. *Child Abuse and Neglect*, 26 (6-7), 731-743.
Available online through Del Webb Library catalog (Access electronic version via ScienceDirect)

Dirkzwager, A., Bramsen, I., Herman, A. & Henk, M. (2005). Secondary traumatization in partners and parents of dutch peace keeping soldiers. *Journal of Family Psychology*, 19 (2), 217-226.
Available online through: <http://webblinellu.edu> - (Academic Search Elite, EBSCO)

Figley, C. (2005). Strangers at home: Comment on Dirkzwager, Bramsen, Ader, and van der Ploeg. *Journal of Family Psychology*, 19 (2), 227-229.
Available online through: <http://webblinellu.edu> - (Academic Search Elite, EBSCO)

Fruzzetti, A & Marsha, M. (2006) *The high conflict couple: A dialectical behavior therapy guide to finding peace, intimacy, & validation*. New Harbinger Publications.
 (Chapter will be assigned in class)

READINGS/ASSIGNMENTS (*RECOMMENDED*):

Goldberg, A. (1999). Family psychoeducation: Giving caregivers what they want and need. *Family Relations*, 48 (4), 411-417.

Stern, S., & Azar, S. (1998). Integrating strategies into behavioral treatment for abusive parents and families with aggressive adolescents. *Clinical Child Psychology and Psychiatry*, 3 (3), 387-404.

Stern, S., & Smith, C. (1999). Reciprocal relationships between antisocial behavior and parenting: Implications for delinquency prevention. *Families in Society*, 80 (2), 169-181.

WEEK FIVE- April 24, 2007

LECTURE TOPICS:

- I. Solution-Focused Brief Family Therapy
- II. Observe Family Therapy Video: Insoo Kim Berg: "I'd Hear Laughter"
- III. Social Construction and Narrative Family Practice: Across generations.
- IV. Role Play Solution: Focused Brief Family Therapy: Creating Context for Change

READINGS/ASSIGNMENTS (*REQUIRED*):

Franklin, C., & Jordan, C. (1999). *Family practice: Brief systems methods for social work*. Pacific Grove, CA: Brooks/Cole.

Chapter 05 Solution focused brief family therapy, pp. 105-139.

Chapter 06 Social construction and narrative family practice, pp. 143-172.

Berg, K., & Kelly, S. (2000). Creating a context for change (pp. 37-52). In *Building solutions in child protective services*. New York: Norton.

Berg, K. (2005). The state of miracles in relationships. *Journal of Family Psychotherapy*, 16 (1/2), pp. 115-118.

McLuckie, A. (2005). Narrative family therapy for paediatric obsessive compulsive disorder. *Journal of Family Psychotherapy*, 16 (4), pp. 77-86.

Weaver, J. (2005). Rehabilitative storytelling: The narrator-narratee relationship in J. California Cooper's Family. *Melus*, 30 (1), pp. 109-134.

Available online through: <http://webblinellu.edu> - (Academic Search Elite, EBSCO)

READINGS/ASSIGNMENTS (*RECOMMENDED*):

Christensen, D., & Todahl, J. (1999). Solution based casework: Case planning to reduce risk. *Journal of Family Social Work*, 3 (4), 3-24.

DeShazer, S., & Miller, G. (2000). Emotions in solution-focused therapy: A re-examination. *Family Process*, 39 (1), 5-23.

Thayne, T. (1997). Opening space for clients religious and spiritual values in therapy: A social constructionist perspective. *Journal of Family Social Work*, 2 (4), 13-24.

WEEK SIX- May 1, 2007

LECTURE TOPICS:

- I. Identification, Reporting, and Treatment of Intimate Violence: Board of Behavioral Science Guidelines and California State Law
- II. Family Therapy with Substance Abuse Clients
- III. Ethical & Psychotherapy Hazards for the Social Worker: Negative countertransference, boundary violations, over identification and splitting.
- IV. Role Play treatment hazards for the social worker

READINGS/ASSIGNMENTS (*REQUIRED*):

Black, C. (2006). *Family strategies: Practical tools for professionals treating families impacted by addiction*. Mac Publishing.

Section One: Viewing the Family Addiction, pp. 7-39.

Section Four: Developing Emotional Clarity, pp. 155-197.

Deskovitz, M., Key, D. E., Hill, E. M., & Franklin, J. T. (2004). A long-term family oriented treatment for adolescents with substance-related disorders: An outcome study. *Child & Adolescent Social Work Journal*, 21 (3), 265-284.

Available online through: <http://webbline.illu.edu> - (Academic Search Elite, EBSCO)

Dyer, J. (1999). The abuser. In B. Couden (Ed.), *Understanding intimate violence* (pp. 39-49). Hagerstown, MD: Review and Herald Publishing Association.

MacMillian, H. L., & Wathen, C. N. (2005). Family violence research: Lessons learned and where from here?, *Journal of the American Medical Association*, 294 (5), 618-620.

Available online through: <http://webbline.illu.edu> - (Academic Search Elite, EBSCO)

Montminy, L. (2005). Older women's experiences of psychological violence in their marital relationships. *Journal of gerontological social work*, 46 (2), 3-22.

Available online through: <http://webbline.illu.edu> - (Academic Search Elite, EBSCO)

Yip, K. (2005). A strengths perspective in understanding and working with clients with psychosis and records of violence. *Journal of humanistic psychology*, 45 (4), 446-464.

Available online through: <http://webbline.illu.edu> - (Academic Search Elite, EBSCO)

READINGS/ASSIGNMENTS (*RECOMMENDED*):

Gawinski, B., Edwards, T., & Speice, J. (1999). A family therapy internship in a multidisciplinary healthcare setting: Trainees' and supervisors' reflections. *Journal of Marital and Family Therapy*, 25 (4), 469-484.

Sherman, A., & Simonton, S. (1999). Family therapy for cancer patients: Clinical issues and interventions. *Family Journal*, 7 (1), 38-50.

WEEK SEVEN- May 8, 2007

LECTURE TOPICS:

- I. Family Preservation Practice
- II. Using Macro Practice Skills in Family Interventions
 - A. Promoting social and economic justice
 - B. Resource development and advocacy
- III. Effective Therapeutic Approaches with Ethnic Families
- IV. Small Group Discussion: Culturally Sensitive Family Intervention
- V. Quiz

READINGS/ASSIGNMENTS (*REQUIRED*):

- Franklin, C., & Jordan, C. (1999). *Family practice: Brief systems methods for social work*. Pacific Grove, CA: Brooks/Cole.
- Chapter 08 Family Preservation Practice, pp. 199-221.
- Part 03 Intervening in Larger Systems and the Sociopolitical Context of Family Practice, pp. 257-258.
- Chapter 10 Effective Therapeutic Approaches with Ethnic Families, pp. 259-294.
- Banach, M. (1999). The workers' view: Strategies and coping skills in a family preservation program. *Child and Adolescent Social Work Journal*, 16 (3), 237-249.
Available online through: <http://webbline.illu.edu> - (Academic Search Elite, EBSCO)
- Bullock, K. (2005). Grandfathers and the impact of raising grandchildren. *Journal of Sociology & Social Welfare*, 32 (1), 43-60.
Available online through: <http://webbline.illu.edu> - (Academic Search Elite, EBSCO)
- Gallagher-Thompson, D., Haley, W., Guy, D., Rupert, M., Arguelles, Zeiss, L., Long, C., Tennstedt, S. & Ory, M. (2003). Tailoring Psychological Interventions for Ethnically Diverse Dementia Caregivers. *American Psychological Association*, 423-438.
Available online through: <http://webbline.illu.edu> - (Academic Search Elite, EBSCO)
- Goldberg, M. (2000). Conflicting principles in multicultural social work. *Families in Society*, 81 (1), 12-21.
Available online through Del Webb Library catalog (Access electronic version via publisher)

READINGS/ASSIGNMENTS (RECOMMENDED):

- Bridges, B., & Brown, P. (2000). Cross-cultural considerations in family preservation practice. In P. Brown, & J. Shalett (Eds.), *Cross-cultural practice with couples and families* (pp. 141-158). Binghamton, New York: Haworth Press.
- Bursette, D. (1999). Custodial grandparents in Latino families: Patterns of service use and predictors of unmet needs. *Social Work*, 44 (1), 23-34.
- Dwyer, D., Smolkowski, P. Bricout, J., & Wodarski, J. (1995). Domestic violence research: Theoretical and practice implications for social work. *Clinical Social Work Journal*, 23 (2), 185-198.
- Hurd, E., & Rogers, R. (1998). A friend and a brother: Understanding the role of African American men in child-rearing. *Journal of Family Social Work*, 3 (1), 5-23.
- Markward, M. (1997). The impact of domestic violence on children. *Families in Society: The Journal of Contemporary Human Services*, 78 (1), 66-70.
- Rapp, L., & Wodarski, J. (1997). Juvenile violence: the high risk factors, current interventions, and implications for social work practice. *Journal of Applied Social Science*, 22(1), 3-14.

WEEK EIGHT- May 15, 2007

LECTURE TOPICS:

- I. Family Therapy with Gay and Lesbian Clients
- II. Gender Issues in Family Therapy

- III. Spiritually Sensitive Family Therapy
- IV. Role Play
 - a. Family intervention with gay & lesbian clients
 - b. Spiritual integration in family practice

DUE TODAY: FAMILY VIGNETTE PAPER

READINGS/ASSIGNMENTS (REQUIRED):

Franklin, C., & Jordan, C. (1999). *Family practice: Brief systems methods for social work*. Pacific Grove, CA: Brooks/Cole.
 Chapter 11 Family Therapy with Gay and Lesbian Clients, pp. 299-317.
 Chapter 12 Gender Issues in Family Therapy, pp. 321-338.

Dankoski, M., & Deacon, S. (2000). Using a feminist lens in contextual therapy. *Family Process*, 39 (1), 51-66.
Available online through Del Webb Library catalog (Access electronic version via Blackwell-Synergy)

Kimmel, D., Rose, T., & David, S. (2006). Gay men and aging: Sex and intimacy. *Lesbian, Gay, Bisexual, and Transgender Aging*, 91-109.

Tam, E. (2006). Satir model of family therapy and spiritual direction. *Pastoral Psychology*, 54 (3), 275-287.
Available online through: <http://webbline.illu.edu> - (Academic Search Elite, EBSCO)

READINGS/ASSIGNMENTS (RECOMMENDED):

Laird, J. (1995). Cultural diversity in clinical practice. In *Session: Psychotherapy in Practice*, 1 (4), 1-7.

Laird, J. (1995). Family centered practice: Feminist constructionist and cultural perspectives. In N. Van Denergh (Ed.), *Feminist practice in the 21st century* (pp. 3-14). Thousand Oaks, CA: Sage.

Nelson-Gardell, D. (1995). Feminism and family social work. *Journal of Family Social Work*, 1 (1), 77-95.

Pellebon, D., & Anderson, S. (1999). Understanding the life issues of spiritually-based clients. *Families in Society*, 80 (3), 229-238.

WEEK NINE- May 22, 2007

LECTURE TOPICS:

- I. Psychodynamic/Object Relations Family Therapy
- II. Gerontology and Family Therapy: Working with Older Adults in Family Systems
- III. Virginia Satir Model of Family Therapy: Experiential

READINGS/ASSIGNMENTS (REQUIRED):

Fossion, P. et al. (2003). Family approach with grandchildren of Holocaust survivors. *American Journal of Psychotherapy*, 57 (4), 519-527.

Available online through: <http://webblines.llu.edu> - (Academic Search Elite, EBSCO)

Greene, R. R. & Cohen, H. L. (2005). Capacity building with families. *Families in Society*, 86 (3), 367-374.
Available online through: <http://0-www.familiesinsociety.org.catalog.llu.edu/default.asp>

Haber, R. (2002). Virginia Satir: An integrated, humanistic approach. *Contemporary Family Therapy: An International Journal*, 24 (1), 23-35.
Available online through: <http://webblines.llu.edu> - (Academic Search Elite, EBSCO)

Palmer, M. L., & Healey, K. (2002). Family consulting: A new role for therapists. *American Journal of Family Therapy*, 30 (3), 203-213.
Available online through: <http://webblines.llu.edu> - (Academic Search Elite, EBSCO)

Qualls, S. H. (2000). Therapy with aging families: Rationale, opportunities and challenges. *Aging and Mental Health*, 4 (3), 191-199.
Available online through: <http://webblines.llu.edu> - (Academic Search Elite, EBSCO)

READINGS/ASSIGNMENTS (RECOMMENDED):

Freedman, E. (1998). Secrets, status and countertransference in object relations based couple therapy. *Journal of Analytic Social Work*, 5 (2), 47-75.

Gruber, C. (1997). Projective identification, or relational introjection?: Gender, metaphor, and theory. *Clinical Social Work Journal*, 25 (1), 59-70.

Miehls, D. (1999). Couple therapy: An integration of object relations and intersubjective theory. *Smith College Studies in Social Work*, 69 (2), 335-355.

Quinn, K. (1996). Emerging secrets in systems therapy. *Family Journal*, 4 (2), 158-165.
Available online through: <http://webblines.llu.edu> - (Academic Search Elite, EBSCO)

Spaulding, E. (1997). Three object relations models of couple treatment. *Clinical Social Work Journal*, 25 (2), 137-161.

Walton, E., & Smith, C. (1999). The genogram: A tool for assessment and intervention in child welfare. *Journal of Family Social Work*, 3 (3), 3-20.

Zosky, D. (1999). Application of object relations theory to domestic violence. *Clinical Social Work Journal*, 27 (1), 55-70.

WEEK TEN- May 29, 2007

LECTURE TOPICS:

- I. Couple Therapy: Similarities & Differences with Family Therapy
- II. Role Play: Couple Therapies

DUE TODAY: FAMILY THERAPY PAPER

READINGS/ASSIGNMENTS (REQUIRED):

- Franklin, C., & Jordan, C. (1999). *Family practice: Brief systems methods for social work*. Pacific Grove, CA: Brooks/Cole.
 Part 04 New directions in brief and systems family theory and practice, pp. 395-396.
 Chapter 14 Advances in systems theory, pp. 397-422.
- Bowman, L., & Fine, M. (2000). Client perceptions of couples therapy: Helpful and unhelpful aspects. *American Journal of Family Therapy*, 28 (4), 295-310.
Available online through: <http://webbline.llu.edu> - (Academic Search Elite, EBSCO)
- Datillo, F. & Freeman, A. (Eds.). (2000). Couples in crisis. *Cognitive-Behavioral strategies in crisis intervention*, 291-312. New York: Guildford Press.
- Doss, B. D, Simpson, L. E., & Christensen, A. (2004). Why do couples seek marital therapy? *Professional Psychology: Research & Practice*, 35 (6), 608-614.
Available online through: <http://webbline.llu.edu> - (Academic Search Elite, EBSCO)
- Thomas, C., & Corcoran, J. (2001). Empirically based marital and family intervention for alcohol abuse: A review. *Research on Social Work Practice*, 11 (5), 549-576.
Available online through: <http://webbline.llu.edu> - (Academic Search Elite, EBSCO)
- Willen, H. & Montgomery, H. (2006). From marital distress to divorce: The creation of new identities for the spouses. *Journal of Divorce & Remarriage*, 45 (1/2), pp. 125-147.

READINGS/ASSIGNMENTS (RECOMMENDED):

- Abel, E. (2000). Psychosocial treatments for battered women. *Research on Social Work Practice*, 10 (1), 55-77.
- Kadis, M., & McClendon, R. (1998). The basics. *Concise guide to marital and family therapy* (pp. 3-12). Washington D.C.: American Psychiatric Press.
- Harrison, R. (1999). Evaluating outcomes of family based interventions for troubled children: A pretest-posttest. *Research on Social Work Practice*, 9 (5), 593-607.

WEEK ELEVEN- June 5, 2007

LECTURE TOPICS:

- I. Quiz
- II. Course Evaluations

SOWK 520 PRACTICE IV: FAMILIES
REFERENCE LIST AND SUGGESTED READINGS

- Applegate, J. S. (1990). Theory, culture, and behavior: Object relations in context. Culture and clinical social work [Special Issue]. *Child and Adolescent Social Work Journal*, 7 (2), 85-100.
- Arms, K., Davidson, J. K., Sr., Moore, N. (Eds.). (1992). *Cultural diversity and families*. Dubuque, IA: Brown and Benchmark.
- Barnes, M. (1995). Sex therapy in the couples context: Therapy issues of victims of sexual trauma. *The American Journal of Family Therapy*, 23 (4), 351-360.
- Beckett, J., Dungee-Anderson, D., Cox, L., & Daly, A. (1997). African-Americans and multi-cultural interventions. *Smith College Studies in Social Work*, 67 (3), 540-563.
- Bender, D., & Leone, B. (Eds.) (1992). *The family in America: Opposing viewpoints*. San Diego, CA: Greenhaven Press
- Corrales, R. (1989). The legacy of Virginia Satir. *The Family Therapy Networker*, 13 (1), 4-49.
- Cressy Wells, C. (1998). *Stepping to the dance: The training of a family therapist*. Pacific Grove, CA: Brooks/Cole.
- DeMaria, R., Weeks, G., & Hof, L. (1999). Focused genograms: Intergenerational assessment of individuals, couples, and families. Philadelphia, PA: Brunner/Mazel.
- Ellis, P., Greenberg, S., Murphy, B. C., & Reusser, J. W. (1992). Environmentally contaminated families: Therapeutic considerations. *American Journal of Orthopsychiatry*, 62 (1), 44-54.
- Franklin, C., & Johnson, C. (1996). Family social work practice: Onward to therapy and policy. *Journal of Family Social Work*, 1 (3), 33-48.
- Goldenberg, I., & Goldenberg, H. (2000). *Family therapy: An overview* (5th ed.). Belmont, CA: Wadsworth.
- Hardy, K., & Laszloffy (1995). The cultural genogram: Key to training culturally competent family therapists. *Journal of Marital and Family Therapy*, 21 (3), 227-237.
- Kemp, A. (1998). *Abuse in the family: An introduction*. Pacific Grove, CA: Brooks/Cole.
- Markward, M. (1997). The impact of domestic violence on children. *Families in Society: The Journal of Contemporary Human Services*, 78 (1), 66-70.
- McAdoo, H. (Ed.) (1993). *Family ethnicity: Strength in diversity*. Thousand Oaks, CA: Sage.
- McCluskey, V., & Miller, L. (1995). Theme-focused family therapy: The inner emotional world of the family. *The Association for Family Therapy*, 17, 411-434.
- Mo-yee, L. (1997). A study of solution-focused brief-family therapy: Outcomes and issues. *The American Journal of Family Therapy*, 25 (1), 3-17.
- Nelson, T., & Trepper, T. (Eds.). (1998). *101 More Interventions in Family Therapy*. Binghamton, NY: The Haworth Press.
- Nichols, M., & Schwartz, R. (1998). *Family therapy: Concepts and methods*. Boston, MA: Allyn and Bacon
- Satir, V. (1967). *Conjoint family therapy*. Palo Alto, CA: Science and Behavior Books, Inc.
- Simon, F. B., Stierlin, H., & Wynne, L. C. (1985). *The language of family therapy: A systematic vocabulary and sourcebook*. New York: Family Process Press.
- Smith, C., & Nylund, D. (1997). *Narrative therapies with children and adolescents*. New York, NY: The Guilford Press.
- Van Den Bergh, N. (Ed.). (1995). *Feminist practice*. Washington, D.C.: NASW Press.
- Wilson, K., & Ryan, V. (1994). Working with the sexually abused child: The use of non-directive play therapy and family therapy. *Journal of Social Work Practice*, 8 (1), 67-74.