

**University Of Minnesota**  
**School of Social Work**  
**SW 8314 - SOCIAL WORK INTERVENTIONS WITH FAMILIES**  
**(3 credits)**

**COURSE DESCRIPTION**

This course covers interventions based on a systems perspective of the family as a center of focus and in its environmental context. Policy and practice principles of working with families in their home and community environments are covered.

Since the inception of the profession working with families has been major part of social work practice. There is an increasing body of knowledge about how family members influence, create and cultivate behaviors in each other that has been developed and shared in the disciplines of psychology, psychiatry, marriage and family therapy. Family therapy requires a switch away from the individual to the individual and his/her family environment. This switch moves the focus of assessment and intervention from the individual to the interaction of family members.

This class is a seminar in models and methods for helping families cope with family problems. The purposes of the course are: 1) to acquaint you with traditional and emerging models of social work practice with families so that you are able to improve your skills in working with families 2) to increase your awareness of special issues in working with families; for example, minority status, gender and sexual orientation, and various family problems such as family violence 3) to understand the impact of your family of origin on your work with families 4) to understand critical issues and principles of working with families in their home and community environments 5) to be familiar with in-home services in child welfare.

**COURSE OBJECTIVES**

The objectives of the course are to:

1. understand the historical, conceptual and contextual issues that influenced the development of family therapy
2. understand the development and dynamics of family functioning from multiple perspectives
3. be knowledgeable about the conceptual foundation, intervention techniques and empirical support of the major pioneering models of family therapy as well as newer emerging models of services
4. increase awareness of the impact of diversity in working with families, particularly race, class, culture, ethnicity, gender, sexual preference, aging, and disabilities
5. understand the impact of your family of origin and current family on your work with families
6. be knowledgeable about unique family problems e.g. domestic violence, step families, etc. and current family treatment planning, intervention with families.

## TEXT

Nichols, Michael P. & Schwartz, Richard C. February 2004.

*The Essentials of Family Therapy. 2<sup>nd</sup> ed.*

New York: Allyn & Bacon

**ISBN:** 0205408141

Reading Packet with various articles to enhance class information.

## COURSE REQUIREMENTS AND GRADE

1. Quiz - 20 points
2. Family Simulation Project - 40 points (you will need to provide a blank video tape)
3. Role play and class participation - 10 points
4. Family of Origin Project - 30 points

## ASSIGNMENTS

### **A. Family Simulation Project - 40 points**

**Due the week AFTER you present your role play in class.**

Each student is responsible for participating in two role-plays as a family therapist initial and second session. During your role-play, you are expected to conduct an assessment using a variety of family therapy tools. The initial session will be conducted outside of class and will not be taped (unless you choose to). Your second session will be video taped in class and you will need to do a self evaluation of your session. The second session will be about 20 minutes. You will organize the information into a manila file or case file. You can either use a "case" of your choosing or I will provide you with a case to use. If you choose, you can have a co-therapist. You will then turn in only one family file, but will each have to do the paper and the self evaluation, adding what it was like to have a co-therapist

\*\*\*\*\*Please talk with me if you have not had a class in diagnosing\*\*\*\*\*

1. Intake with diagnosis of one of the family members
2. Genogram
3. Timeline
4. Ecomap
5. Structural diagram
6. Brief paper (3-5 pages) on theory used in role-play
7. Self-evaluation of own tape

On the right side of your file case notes developed after each session will be placed. You will be expected to provide case notes according to classroom instruction. These

narratives should also reflect your theory base, (so that theory guides your assessment), your hypothesizing, and your interventions. Theory base should include not only those learned in this class, but should integrate information from other social work graduate classes.

### **B. Family of Origin Project - 30 points**

The purpose of this project is to increase your awareness of the impact of your family of origin on your work with families and to give you experience in using tools from various models to assess families. This projects involves doing your family genogram, I want you to have at least 4 generations in this (going up at least 3 generations). On the genogram, I also want you to structurally map your family's communication patterns, foundations, triangles, etc. (think structural therapy). In addition to structurally mapping out the genogram, I want you to write me a small paper, 2-3 pages on WHAT you discovered that you did not know before completing your genogram. If you have already completed your family genogram in another class, then you can complete a spiritual genogram of your family. See me before opting for this.

## **Course Outline**

### **CLASS 1**

- Introductions of instructor and students
- Course expectations, goals, assignments, etc.
- Lecture on “signs of a healthy family”
- Watch film on Family Therapy
- Lecture on history of family therapy

### **NEXT WEEKS READINGS**

**BOOK:** chapters 3,4,9

**Reading packet:**

[Assessing client strengths:](#); Sharon McQuaide, John H Ehrenreich; **Families in Society**; **New York**; Mar/Apr 1997; Vol. 78; pg. 201; (12)

[Measures for practice with families from a strengths perspective:](#); Theresa J Early; **Families in Society**; **New York**; May/Jun 2001; Vol. 82; pg. 225; (8)

### **CLASS 2**

- Stages of family therapy
- Family Strengths (video if time allows)
- Family assessment tools (genograms, time lines, ecomaps, progress notes, etc.)
- Hand out role-plays and start talking about them

- Psychoanalytic/Psychodynamic Theories

#### **NEXT WEEKS READINGS:**

**BOOK:** Chapter 5, pages 224-226

**Reading packet:**

[Spiritual genograms: A generational approach to assessing spirituality:](#); **Families in Society**; **New York**; Jan/Feb 2001; Vol. 82; pg. 35; (14)

[The spiritual genogram in family therapy:](#); **Journal of Marital and Family Therapy**; **Upland**; Apr 2000; Vol. 26; pg. 211; (30)

[Spiritual ecomaps: A new diagrammatic tool for assessing marital and family spirituality:](#); **Journal of Marital and Family Therapy**; **Upland**; Apr 2000; Vol. 26; pg. 217; (12)

### **CLASS 3**

#### **TRUDE IN ROCHESTER FOR CLASS**

- Bowen, Psychoeducational
- Video on genograms
- Role plays on theories

#### **NEXT WEEKS READINGS:**

**BOOK: Chapter 7**

**Reading packet:**

The Evolution of Circular Questions: Training Family Therapists:: Nelson, Thorana S., Fleuridas, Colette, Rosenthal, David:: **Journal of Marital and Family Therapy**. 1986; Vol. 12, No. 2 113-127

[The effective use of enactments in family therapy: A discovery-oriented process study:](#); *Michael P Nichols*; **Journal of Marital and Family Therapy**; **Upland**; Apr 2000; Vol. 26; pg. 143; (10)

### **CLASS 4**

- Structural
- Film on structural family therapy
- Role plays

## NEXT WEEKS READINGS:

### BOOK: Chapter 6

#### Reading packet:

[Role preparation in brief strategic therapy: The welcome letter:](#); **Journal of Systemic Therapies**; **New York**; Spring 2003; Vol. 22, Iss. 1; pg. 3; (1)

[The family has the solution:](#); **Journal of Systemic Therapies**; **New York**; Spring 2000; Vol. 19, Iss. 1; pg. 3; (13)

[Structural-strategic family counseling: A case study in elementary school counseling:](#); **Professional School Counseling**; **Alexandria**; Feb 2001; Vol. 4, Iss. 3; pg. 180; (7)

## CLASS 5

- Strategic
- Film on Strategic family therapy
- Role plays

## NEXT WEEKS READINGS:

### BOOK: Chapters 8, 13

#### Reading packet:

[How narrative therapy might avoid the same damn thing over and over:](#) *Jon K Amundson, Zane Webber, Ken Stewart*; **Journal of Systemic Therapies**; **New York**; Winter 2000; Vol. 19, Iss. 4; pg. 20; (12)

[Constructing narratives of resilience with high-risk youth:](#) *Michael T Ungar*; **Journal of Systemic Therapies**; **New York**; Summer 2001; Vol. 20, Iss. 2; pg. 58; (16)

[Inviting new stories: Narrative ideas in family-centered services:](#) *William C Madsen*; **Journal of Systemic Therapies**; **New York**; Fall 1999; Vol. 18, Iss. 3; pg. 1; (22)

## CLASS 6

- Narrative, Satir
- Video on Satir and Narrative
- Role plays

## NEXT WEEKS READINGS:

### BOOK: Chapters 12, 10

#### Reading packet:

["It's my drug": Solution-oriented brief family therapy with self-harming adolescents;](#) Matthew Selekman, Sally King; **Journal of Systemic Therapies; New York;** Summer 2001; Vol. 20; pg. 88; (18)

[SOLUTION-FOCUSED PREMARITAL COUNSELING: HELPING COUPLES BUILD A VISION FOR THEIR MARRIAGE.;](#) **Journal of Marital and Family Therapy; Upland;** Jul 2004; Vol. 30; pg. 349; (1)

[Cognitive-behavioral family therapy with a family in high-conflict divorce: A case study.;](#) **Clinical Social Work Journal; New York;** Spring 2000; Vol. 28; pg. 105; (15)

## CLASS 7

- Solution focused & Cognitive Behavioral Therapy
- Videos
- Role plays

## NEXT WEEKS READINGS:

#### From the Reading packet:

[Uncommon strategies for a common problem: Addressing racism in family therapy;](#) Tracey A Laszloffy, Kenneth V Hardy; **Family Process; Rochester;** Spring 2000; Vol. 39, Iss. 1; pg. 35; (16)

[Developing culturally competent marriage and family therapists: Treatment guidelines for non-African-American therapists working with African-American families.;](#) Roy A Bean; **Journal of Marital and Family Therapy; Upland;** Apr 2002; Vol. 28, Iss. 2; pg. 153; (12)

[Social Justice or Political Correctness: Confronting racist language in the consulting room;](#) **Psychotherapy Networker; Washington;** Mar/Apr 2004; Vol. 28, Iss. 2; pg. N/A; (1)

[A culturally sensitive approach to therapy with immigrant families: The case of Jewish emigrants from the former Soviet Union;](#) Vered Slonim-Nevo, Yanna Sharaga, Julia Mirsky; **Family Process; Rochester;** Winter 1999; Vol. 38, Iss. 4; pg. 445; (17)

[Training for family preservation practice with lesbian families.;](#) **Families in Society; New York;** Sep 1994; Vol. 75, Iss. 7; pg. 416; (1)

[Family-centered practice with racially/ethnically mixed families;](#) Oriti, Bruno, Bibb, Amy, Mahboubi, Jayne; **Families in Society; New York;** Nov 1996; Vol. 77, Iss. 9; pg. 573; (10)

## CLASS 8

- Ethnicity and family therapy

## NEXT CLASS (3-26-05) READINGS

### Reading Packet:

[Family-centered practice with stepfamilies](#); Kelley, Patricia; **Families in Society**; **New York**; Nov 1996; Vol. 77, Iss. 9; pg. 535; (10)

[The Practice of Community Family Therapy](#); **Family Process**; **Rochester**; Mar 2004; Vol. 43, Iss. 1; pg. 59; (19)

[Family-centered practice with foster-parent families](#); **Families in Society**; **New York**; Nov 1996; Vol. 77, Iss. 9; pg. 545; (27)

[Family-centered practice with single-parent families](#); Jung, Marshall; **Families in Society**; **New York**; Nov 1996; Vol. 77, Iss. 9; pg. 583; (8)

[Does family-centered out-of-home care work? Comparison of a family-centered approach and traditional care](#); Cathleen A Lewandowski, Lois Pierce; **Social Work Research**; **Washington**; Sep 2004; Vol. 28, Iss. 3; pg. 143; (9)

[Oppositional defiant disorder and the need for family-centered practice in schools](#); **Children & Schools**; **Washington**; Apr 2001; Vol. 23, Iss. 2; pg. 73; (11)

[Valuing families: Social work practice with families from a strengths perspective](#); Theresa J Early, Linnea F GlenMaye; **Social Work**; **New York**; Mar 2000; Vol. 45, Iss. 2; pg. 118; (13)

[Engaging Families in School-Based Mental Health Treatment](#); **Journal of Mental Health Counseling**; **Alexandria**; Jul 2004; Vol. 26, Iss. 3; pg. 211; (1)

The Family-School Interview: An Eco-Structural Approach. Aponte, Harry J.  
**Family Process**. Volume 15, NO. 3 September 1976.

## CLASS 9

- School and Community Work with families
- Home Based Therapy
- Guest lecturer on intensive in-home family therapy

**NEXT WEEKS READINGS:**

**BOOK: 14& 16**

## **CLASS 10**

**ALL STUDENTS TO ST. PAUL FOR CLASSES THIS WEEKEND**

### **FAMILY OF ORIGIN PROJECT DUE**

- **TEST ON FAMILY THERAPY THEORIES**
- Grade and talk about quiz
- Putting it all together
- Wrap up therapy techniques
- Research and Goals
- Managed care

## **CLASS 11**

**Start role-plays**

## **CLASS 12**

**Role-plays**

## **CLASS 13**

**Role-plays**

## **CLASS 14**

**Role-plays**

## **CLASS 15**

**LAST CLASS**

**Role-plays**

**Wrap up  
Evaluations**

SAMPLE