Part I: COURSE INFORMATION

SW 8362-Social Work Interventions with Families
2 Credits

Faculty contact:
Name:
Email:
Phone:
Office Location:

Course Descriptions:

Short Description:
This is an overview of theory and models of social work intervention with families. Students will learn the theoretical constructs of traditional and emerging models of SW practice with families and develop assessment & intervention skills based on a systems perspective of the family as the center of focus and in its environmental context.

Long Description:
Working with families has always been central to 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 mental health disciplines. Family interventions require a switch away from the individual to the individual and his/her family environment. This switch moves the focus of assessment and intervention to the interaction of family members.

This class is a seminar in models and methods for helping families cope with family problems. Through didactic and experiential activities, students will learn and practice assessment and intervention techniques for work with diverse family structures in a variety of practice settings including home, school, child welfare, mental health, family court, corrections and other community environments. Students will also increase their awareness of special issues in work w/families, e.g. minority status, gender and sexual orientation, disabilities, family violence, trauma and addiction.

Pre-requisites:
1. This is an advanced social work class, and the material presented in this class is at an advanced level. Social Work students enrolled in this course should have completed the foundation classes listed below, or have advanced standing status.
   - SW 5051 - Human Behavior and the Social Environment
   - SW 5801 - Policies and Programs in American Social Welfare
   - SW 8151 - Social Work Practice Methods: Individuals and Systems
   - SW 8152 - Social Work Practice Methods: Families and Groups
   - SW 8153 - Models of Community Intervention
   - SW 8841 - Social Work Research Methods

2. You must have completed or be concurrently enrolled in either SW 8451 Assessment and Engagement in Clinical Social Work Practice or SW8351 Advanced Practice 1: Families and Children

3. If you are not a Social Work student, you need permission of the instructor

**Clinical Licensure Hours:**
This course contains some clinical content, as required by the Minnesota Board of Social Work for eligibility for the Licensed Independent Clinical Social Worker (LICSW). The number of hours in each required category is listed below:

<table>
<thead>
<tr>
<th>Area</th>
<th>Differential Diagnosis</th>
<th>Assessment based planning</th>
<th>Clinical Intervention Methods</th>
<th>Evaluation methodologies</th>
<th>SW values and ethics</th>
<th>Culturally specific clinical assessment</th>
<th>Other areas</th>
</tr>
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<tr>
<td>Hours</td>
<td>2</td>
<td>4</td>
<td>14</td>
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<td>4</td>
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**Part II: Course outcomes**

**Course Objectives**
After successful completion of the course, students will be able to:

1. Understand the historical, conceptual and contextual issues influencing the development of family practice
2. Understand the development and dynamics of family functioning from multiple perspectives
3. Identify and describe 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 and its influence on your work with families
6. Increase knowledge of the needs of families experiencing unique family problems (i.e. domestic violence, blended families, trauma and loss, adoptive families, etc.)
Social Work Practice Competencies
Successful completion of this concentration course implies that the student has achieved competency in the following advanced practice behaviors:

<table>
<thead>
<tr>
<th>Competency: 2.1.1 – Identify as a professional social worker and conduct oneself accordingly</th>
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<tbody>
<tr>
<td>Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers:</td>
</tr>
<tr>
<td>Practice Behavior</td>
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</table>
| • Apply knowledge of social services, policies and programs relevant to their area of practice | Class Session 2: Lecture | Practice Activity:  
  a. Assessment of environmental strengths and resources |
| • Develop a plan for ongoing professional education, including supervision. | Class Session 15: Lecture: Supervision & Ongoing Training | Experiential Exercise:  
  a. The “Walk & Talk” Continuum for Evaluation and Goal Setting |

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<thead>
<tr>
<th>Competency: 2.1.2 – Apply social work ethical principles to guide professional practice</th>
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<tbody>
<tr>
<td>Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:</td>
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<tr>
<td>Practice Behavior</td>
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</table>
| • Identify and analyze value-based and ethical dilemmas that arise in their area of practice, using professional codes of ethical standards and through appropriate professional consultation. | Classes 2-14 Lecture | Skills Practice:  
  a. Participation in weekly role-plays of family scenarios followed by:  
  b. group discussion of value conflicts and ethical dilemmas |

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<tr>
<th>Competency: 2.1.3 – Apply critical thinking to inform and communicate professional judgments</th>
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<tr>
<td>Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:</td>
</tr>
<tr>
<td>Practice Behaviors</td>
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</table>
| • Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to their area of practice | Class Session 12 & 13 Lectures  
  Text Chapters 14 & 15  
  1. Differential criteria for modality decision making  
  2. Comparative Analysis | Final Group Presentation & Paper |
• Identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to their area of practice.  

| Class Sessions 2 – 15 Lecture | Course Readings | Family Scenario Role Plays:  
| a. Practice skills from 6 family therapy modalities  
| b. Application of skills to diverse populations and practice settings |

**EP 2.1.4 Engage diversity and difference in practice**  
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

| Practice Behavior | Covered in class through (i.e., activity, reading, content) | Assessed |
| Engage in practice that challenges the systems of privilege and oppression by utilizing the culturally relevant assessments and interventions specific to the context of their area of practice | Class Session 4: Guest Lecturers Course Readings Video: Hmong Boy | Practice Activities:  
| a. mapping a cultural genogram  
| b. mapping cross-cultural transactions after role-play |

**EP 2.1.6 – Engage in research-informed practice and practice-informed research**  
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:

| Practice Behaviors | Covered in class through (i.e., activity, reading, content) | Assessed |
| Engage in practice that challenges the systems of privilege and oppression by utilizing the culturally relevant assessments and interventions specific to the context of their area of practice | Class Session 4: Guest Lecturers Course Readings Video: Hmong Boy | Practice Activities:  
| a. mapping a cultural genogram  
| b. mapping cross-cultural transactions after role-play |

**Competency: 2.1.7 – Apply knowledge of human behavior and the social environment**  
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:

| Practice Behavior | Covered in class through (i.e., activity, reading, content) | Assessed |
| Evaluate and synthesize theories and perspectives of human behavior and the social environment to choose and apply | Classes 2-14 Lectures Text Chapters 14 & 15 | Practice Skills:  
| a. "post" role play evaluations |
methods of assessment, intervention and evaluation in their area of practice | Course Discussion | Final Group Presentation
---|---|---
- Demonstrate knowledge of ethnocultural, biological, psychological and spiritual frameworks, and multi-axial diagnostic classification systems used in the formulation of comprehensive mental health assessment and intervention planning. | Class Sessions 2-14 Lectures Course Readings Guest Lectures Video Presentations | Group Presentation Case File: a. identify and describe assessment tools utilized b. describe intervention goals, strategies and skills c. describe unique aspects of treatment modality utilized

**Competency: 2.1.9 – Respond to contexts that shape practice**
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
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</table>
| • Assess the impact of historical and contemporary contexts on practice and policy in their area of practice | Class Sessions 1 & 2: a. Lecture b. Course Readings | Structured class discussion of Nichol’s text chapters: 1 & 2

**Competency: 2.1.10 (a)-(b) – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
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<tbody>
<tr>
<td>• Engage: Use empathy and sensitive interviewing skills to engage individuals and families in identifying their strengths and problems</td>
<td>Classes Sessions: 2, 3, 6, 8 &amp; 14</td>
<td>Practice Scenarios Final Group Presentation/Family Video</td>
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<tr>
<td>• Engage: Establish rapport and maintain effective working relationships with families and children</td>
<td>Class Sessions: 2, 3, 6, 8 &amp; 14</td>
<td>Group Practice Activity</td>
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<tr>
<td>• Engage: Employ diverse strategies to arrive at mutually agreed-on focus of work and desired outcomes in social work practice with families and children.</td>
<td>Class Sessions: 2 - 14</td>
<td>Class Role-plays of diverse family intervention modalities</td>
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<tr>
<td>• Assess: Conduct comprehensive</td>
<td>Classes 2, 4,5, 9, 10 &amp; 11</td>
<td>Family Genogram Assignment</td>
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bio-psychosocial, spiritual and culturally appropriate assessments as needed for social practice with families and children

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Practice Activities</th>
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</thead>
</table>
| Course Readings | a. spiritual genograms  
| | b. cultural genograms  
| | c. eco-maps  
| | d. transactional genograms  
| | e. family circumplex model |

**Final Group Assignment**

**Assess:** Administer and interpret standard assessment and diagnostic tools that are appropriate for use in social work practice with families and children (e.g., risk assessment, family strengths scale)

**Classes 2-5, 9 & 11**

<table>
<thead>
<tr>
<th>Class Practice Activities:</th>
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| a. family genograms  
| b. cultural genograms  
| c. transactional genograms  
| d. eco-maps  
| e. pre-treatment assessment for marital therapy |

**Assess:** Assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to social work practice with families and children, as well as to determine their existing strengths and assets.

**Classes 1 & 2**

<table>
<thead>
<tr>
<th>Lecture &amp; Course Readings</th>
<th>Practice Activities:</th>
</tr>
</thead>
</table>
| | a. Assessing family strengths and resources  
| | b. Assessing environmental strengths and resources  
| | c. Identifying “person in family” and “family in environment” interactions |

**Interventions:** Use appropriate evidenced-based interventions (e.g., groups, case management) to help families and children resolve identified and agreed upon problems.

**Classes 5 – 14**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Class Role Plays:</th>
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<tbody>
<tr>
<td>Course Readings</td>
<td>a. application of specific skills (from 6 family intervention modalities) to work in diverse roles and settings.</td>
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**Intervention:** Implement evidenced-based interventions that enhance family and child capacities.

**Classes 5-14**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Class Practice Activities:</th>
</tr>
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<tbody>
<tr>
<td>Course Readings</td>
<td>a. family intervention role-plays</td>
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**Intervention:** Intervene at different levels to achieve the agreed upon desired practice outcomes.

**Classes 5-14**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Class Practice Activities:</th>
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<tbody>
<tr>
<td>Course Readings</td>
<td>a. family intervention role-plays</td>
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</table>

**Intervention:** Maintain accurate records documenting the assessment, interventions and

**Classes 5-14**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Final Group Assignment:</th>
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<tr>
<td>Course Readings</td>
<td>Maintaining a Family Case File</td>
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</table>
Part III: Course requirements

Required Text:
All materials are available through e-reserves or posted on course Moodle site.


Recommended Reading:


Supplementary Readings: Various articles to enhance class information. All supplementary readings will be posted on the course MOODLE site. These articles will be listed in the syllabus on the date of the class they will be covered.

Other Course Tools:
Students will be provided access to Eco-Map and “Genopro” technology that can be accessed on line (instructor will provide you with an access number on the first day of class). These sites will be utilized throughout the semester and will assist in completion of course assignments.

Assignments
More assignment information and instruction is available on the course Moodle page.

A. Family of Origin Project: 35 points Due week 6 at the beginning of class.
The purpose of this project is to increase self 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 and intervene in family dynamics. This project involves doing your family genogram. You will construct a three generation genogram of your own nuclear family including your grandparents, parents, siblings, their spouses if applicable and children if applicable and your children if applicable. Your genogram will include a transactional map that diagrams your family’s relational patterns (i.e. patterns of attachment, cut-offs and conflicted relationships, triangles, sub-systems, alliances, etc). You will be using class lecture and course readings descriptive of Structural Family Therapy outcomes.
as a primary tool for completion of your genogram. In addition to structurally mapping out the genogram, students will write a brief (5 page) paper describing what transactional and generational patterns, behaviors, beliefs and norms you became aware of when analyzing your genogram. How might these family patterns, behaviors, beliefs, norms impact your practice with families today and in the future? If you were to intervene in one family transaction identified in your genogram, what would that be? What specific intervention strategy (from course material) might you “prescribe” to modify this dynamic? Provide your rationale for choosing this intervention strategy.

B. Family Simulation Group Project: 50 points
Due the week AFTER you present your role-play in class.
Small groups will be formed during the second week of the semester. Your group will be conducting a family session outside of class. This will be a 2nd or 3rd session, one that will “show” you using some of the tools you have learned in class. This will be a taped session. You will present 10 minutes of the session to the entire class. Each small group will be given a family scenario to role play. This scenario will provide pertinent family information as well as prescribe the setting you will be working in (i.e. in-home, community mental health center, juvenile corrections day treatment, child welfare, schools, mental health clinic, etc.). Each group will present the rationale and theories guiding choice of modality chosen for work with your family scenario (i.e. solution focused, narrative, structural, etc.). You will have 45 minutes (including the chosen 10 minutes of your taped session) to present your family, discuss your choice of intervention, provide examples of interventions that worked well and interventions that you may have added or modified. Groups are encouraged to provide time for questions and feedback from your peers.

One week after you present in class, you will organize (in a case file) and turn in to the instructor the following information:
1. Genogram
2. Timeline
3. Ecomap
4. Structural diagram
5. Brief paper (5 pages double spaced) on theory used in role-play: See “a” below
6. One page self-evaluation of experience from role: See “b” below

Case notes developed after each session will be placed on the right side of the file. You will be expected to provide case notes according to classroom instruction. Case note templates are posted on the course Moodle site. 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.
Family Simulation Paper Guidelines:

a. **Brief paper** (5 pages double spaced): describe and discuss the strengths and weaknesses of this model, tie any examples to your group’s role-played family session.

b. **One page self-evaluation:** discuss your experience in doing the role play, if you took on the role of a family member; include your assessment of the model from the perspective of that role. Which techniques would you feel most comfortable incorporating into your own direct practice with families? Which techniques are you least comfortable with?

C. **Class participation in discussion of course readings and engagement in class activities and exercises:** 15 points

Direct practice with families requires social workers to actively prepare for, initiate and participate in group discussions and experiential learning activities. In addition, students must demonstrate the ability to effectively manage disagreements and to communicate information verbally as well as in writing.

We will be covering 7 family intervention models and practicing 6 of them in depth during class. You will have the opportunity to practice specific techniques in small groups during class periods after we have spent time reviewing how each model works. You will earn class participation points for how well you prepare for class discussions and your active engagement in experiential learning.

You will have an opportunity to earn 1 class participation point per class session. If you miss a class, you will have an opportunity to make up the point you miss that day.

**Grading Methods for Papers:**

- **Exceptional:** represents work that is complete, accurate, creative, clear and exceeds graduate school expectations. (A- to A+)
- **Graduate Level:** represents work that is at the expected level of proficiency (B to B+).
- **Good:** represents work that may be well done to outstanding in some areas but reflects problems in other areas; for example is incomplete, inaccurate or unclear (B-)
- **Improvement Needed:** represents work that is below graduate level expectation, and has only a few or minor strengths (C to C+)
- **Deficient:** represents work that is incomplete or lacking overall in quantity and quality. Indicates that work is not approaching graduate level expectations (C- to D-).
Students may rewrite any assignment that falls into the “improvement needed” or “deficient” categories.

Grade Distribution and Assignment Weighting:
- Class participation: 15 points
- Family of Origin project: 35 points
- Family Simulation Project with paper: 50 points
Total Possible Points = 100

GRADING SCALE
- 93-100 = A
- 90-92 = A-
- 87-89 = B+
- 83-86 = B
- 80-82 = B-
- 77-79 = C+
- 73-76 = C
- 70-72 = C-
- 67-69 = D+
- 60-66 = D-
- 59-below = F

Course Policies
There are many University and School of Social Work policies that govern this course. Please go to http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf to see a complete description of all the policies.

PART IV: COURSE CONTENT
Session Plans:

CLASS SESSION 1: (date aa/bb/cccc)

Topic: Overview and Principals: What is a family and how does it work?

Related Session Activities:
- Introductions of instructor and students
- Course expectations, goals, assignments

Lecture: Shifting the focus from the individual to the interactions of individuals.
Video Clip: “Little Miss Sunshine”.
Small Group Discussion: What are the “signs” of a healthy family?

Required Reading:

CLASS SESSION 2:

Topic: Family strengths and context
Related Session Activities:

**Lecture:** The family as an “organic system” or “living whole.

**Practice Skills:** Small group exercise with diverse family scenarios:
   a. identifying “person in family” interactions
   b. identifying “family in environment” interactions
   c. assessment of family strengths and resources
   d. assessment of environmental strengths and resources

**Required Reading:**

**Nichols’ Text:**  Chapter 1: The Evolution of Family Therapy  
Chapter 2: Lessons from the Early Models: Group Processes and Communications Analysis


**For Next Week:** Review genopro & ecomap online tools (See course Moodle site). Review family assessment handouts: structural, cultural and transactional genograms, time lines & family circumplex model. Family assessment tools will be introduced and practiced during next week’s class.

**Class Session 3:**

**Topic:** Foundations, family transactions, assessment tools

**Related Activities:**

**Lecture:** Stages of family work, assessing family transactions, tools & techniques

**Practice Skills:**
   a. Joining and contracting
   b. Data collection and assessment: review family assessment tools
   c. Context and setting
   d. Scope and sanction of role
   e. Intervention goals

**Required Reading:**

**Nichols’ Text:**  Chapter 3: Basic Techniques of Family Therapy  
**Nichols’ Text:**  Chapter 4: The Fundamental Concepts of Family Therapy


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**Class Session 4:**

**Topic:** Practice with diverse families
Related Activities:
Guest Speaker:  Juan & Elizabeth Linares
Class discussion: Discussion of today’s assigned readings.
   Practice Skills: Culturally sensitive assessment of a bi-cultural family:
      a. Mapping a Cultural Genogram
      b. Diagramming cross-cultural transactions in families

Required Reading:


CLASS SESSION 5:

**Topic:** Eco-structural approaches to practice with families

**Related Activities:**
**Video Clip:** *The Legacy of Unresolved Loss: Monica McGoldrick*

**Skills Practice:** Small groups work with practice scenario: in-home intervention with a 3 generational family system.
   a. Assessment: small group practice with eco-maps & diagrammatic mapping
   b. Techniques: process questions, assigning tasks, decreasing reactivity

**Required Readings:**
**NICHOL’S TEXT:** Chapter 5: Bowen Family Systems Therapy: Intergenerational Models


CLASS SESSION 6:

**Topic:** Structural Family Interventions

**Related Activities:**
**Lecture:** Structural Family Therapy  
**Skills Practice:** Multi-systemic interventions in a juvenile corrections setting

- joining and accommodating  
- enactment  
- structural mapping  
- highlighting and modifying interactions  
- boundary making  
- unbalancing  
- challenging unproductive assumptions

**Required Reading:**  
**NICHOL'S TEXT:** Chapter 7: Structural Family Therapy


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**CLASS SESSION 7:**  
**Topic:** Solution-Focused/Brief Family Interventions

**Related Activities:**  
**Video Clip:** Insoo Kim-Berg  
**Lecture:** Strategic & Structural Family Interventions

**Skills Practice:** Changing “problem talk” into “solution talk”:

- scaling questions  
- exception questions  
- miracle questions  
- coping questions

**Required Reading:**  
**NICHOL'S TEXT:** Chapter 6: Strategic Family Therapy  
Chapter 12: Solution-Focused Therapy


CLASS SESSION 8:

**Topic:** Psychodynamic Family Therapy

**Related Activities:**
**Lecture:** Attachment Neurobiology in Families
  Containment vs. Compartmentalization

**Skills Practice:** The “Invisible Consultant” Intervention: use of therapeutic relationships to support containment of intense emotion in families:
  a. listening
  b. empathy
  c. interpretation & objectivity
  d. recognizing and “using” counter-transference

**Required Reading:**
**NICHOL’S TEXT:** Chapter 9: Psychoanalytic Family Therapy

CLASS SESSION 9:

**Topic:** Cognitive Behavioral Family Therapy

**Related Activities:**
**Lecture:** Cognitive Behavioral Family Therapy

**Skills Practice:**
**Assessment:** Pre-treatment Assessments for Marital Therapy (Nichol’s Text page 257)
**Intervention:**
  a. contracting
  b. teaching and facilitating positive communication exchanges
  c. supporting shared decision making
  d. mediation skills: difference between “positions” and “interests”

**Guest Speaker:** Tanja K. Manrique, District Court Judge (Ret.)

**Required Readings:**
**NICHOL’S TEXT:** Chapter 10: Cognitive-Behavioral Family Therapy

CLASS SESSION 10:
**Topic:** Narrative Interventions

**Related Activities:**

**Video Clip:** “Hmong Boy: Honoring Community Elders in Story and Song”.

**Lecture:** Overview of Narrative History, Theory, Assessment and Practice

**Practice Skills:**

1. Assessment: narrative questions (relative influence questions)
2. Techniques: externalizing the problem, re-authoring, reinforcing and narrative discourse in cross-cultural settings.

**Required Reading:**

**NICHOL’S TEXT:** Chapter 13: Narrative Therapy


Madsen, W.C. (1999). *Inviting new stories: Narrative ideas in family-centered services*. Journal of Systemic Therapies, Vol. 18, Iss. 3; pg. 1; (22)

**CLASS SESSION 11:**

**Topic:** Experiential Methods

**Related Activities:**

**Video Clip:** Virginia Satir

**Lecture:** Overview of Experiential History, Theory, Assessment and Practice

**Practice Skills:** Experiential practice in an adolescent chemical dependency setting.

Assessment: a. informal & formal tools: sociograms, genograms & eco-maps

Techniques: a. genuineness, b. role training, c. family sculpting, d. promoting self expression and f. individuation

**Required Reading:**

**NICHOL’S TEXT:** Chapter 8: Experiential Family Therapy


**CLASS SESSION 12:**

**Topic:** Differential criteria for modality decision making
Related Activity:
Small Group Family Session Presentations:
   Structural/Strategic Group
   Solution Focused Brief Group
   Cognitive Behavioral Group

Required Reading:
NICHOL’S TEXT:  Chapter 14: Integrative Models


CLASS SESSION 13:

Topic:  Differential criteria for modality decision making

Related Activity:
Small Group Family Session Presentations:
   Narrative Group
   Experiential Group

Required Reading:
NICHOL’S TEXT:  Chapter 15: Comparative Analysis

CLASS SESSION 14:

Topic:  Parent Guidance and Engagement Across Diverse Settings

Related Activities:
Guest Speakers: The Intentional Parenting Center

Practice Skills:  a. joining with parents, b. teaching parenting skills with diverse populations and settings

Required Reading:
NICHOL’S TEXT:  Chapter 16: Research on Family Intervention: Family Treatment and Prevention Programs

CLASS SESSION 15:

**Topic:** Wrap up, course evaluation

**Related Activities:**

**Lecture/Discussion:** Termination, Supervision and ongoing training

**Practice Skills:**

a. The “Walk & Talk” Continuum: Experiential activity to teach families how to evaluate and take ownership of steps towards change.

**TIME FOR FINAL GROUP PRESENTATION IF NEEDED**

BIBLIOGRAPHY


ADDITIONAL READING


