

SOCIAL WORK 8250
Social Work Practice with Families
(3 Credit Hours)

SYLLABUS

1.0 Course Description Information

1.1 Catalog Description:

This course considers the family context as a system for therapeutic intervention. The family unit and its diverse forms are defined; theories for assessment and understanding family's interactions across the lifespan are considered, and the alternative modalities useful for treating family dysfunction are presented. As a practice-oriented course, it emphasizes the development of professional skills in working with the family across the lifespan.

1.2 Prerequisites of the course: SOWK 8220 and permission of the School.

1.3 Overview of content and purpose of the course: This course meets some of the requirements for the clinical concentration of social work practice in the School of Social Work. The course meets the Council of Social Work Education (CSWE) education policy and accreditation standards (EPAS). Upon completion of this course, students will demonstrate competence in clinical practice with families. They will apply clinical thinking using provided theory and research to assess and intervene with families experiencing dysfunction. Students will assess families including the influences of the biological, psychological, social, and spiritual functioning of each member of the system as well as the contribution of these variables to the formation of family strengths or dysfunction. The context of change will be applied in assessing the stages of the family life cycle as well as the individual life cycle and the adjustments that each require for effective growth. Students will analyze the social, cultural, and other influences of vulnerable populations at risk for treatment and in need for preventive services and serve as an advocate for individual, familial, or social change. They will demonstrate competence in applying social work values, ethical principles, and legal mandates in their clinical practice with families.

1.4 For whom the course is intended: This course is required for graduate social work students in the clinical concentration. It serves as an advanced clinical practice elective for all other graduate social work students.

1.5 Unusual circumstances of the course: None

2.0 Course Justification Information

2.1 Anticipated audience/demand: This course is required for graduate students in the clinical concentration and is an advanced clinical practice elective for all other graduate social work students.

2.2 Indicate how often this course will be offered and the anticipated enrollment: The course is offered fall and spring semesters. Enrollment is predicted to be 25 students each semester. Two sections may be offered in one semester depending upon demand.

2.3 If it is a significant change to an existing course, please explain why it is needed: This course syllabus includes gerontological content, an updated bibliography, and links MSW clinical concentration objectives to course objectives and assignments.

3.0 Objective Information

3.1 List of performance objectives stated in learning outcomes:

The course meets the following MSW Clinical Concentration Objectives:

Clinical Program Objective #1: Use critical thinking to apply theory and research to assess and intervene with client issues.

Clinical Program Objective #2: Describe the range and levels of client issues across the life cycle in clinical settings.

Clinical Program Objective #3: Identify the bio-psycho-social-spiritual-cultural factors influencing the development of client issues.

Clinical Program Objective #4: Identify vulnerable client systems and populations at risk for treatment and preventive services.

Clinical Program Objective #5: Analyze and apply social work values, ethical principles, and legal mandates in clinical practice.

Clinical Program Objective #6: Participate in multidisciplinary teams in clinical practice.

Clinical Program Objective #7: Identify and apply formal diagnostic classification systems.

Clinical Program Objective #8: Identify, adapt, and apply empirically supported interventions for client issues.

Clinical Program Objective #9: Conduct multidimensional assessments for treatment and intervention with individuals, families, and groups.

Clinical Program Objective #10: Provide culturally competent treatment, intervention services and programs across the continuum of care.

Clinical Program Objective #11: Demonstrate effective oral and written communication in clinical practice.

Clinical Program Objective #12: Analyze policies, practices and administrative structures to promote effective clinical services.

Clinical Program Objective #13: Function effectively within agency and community structures to deliver professional social work services.

Clinical Program Objective #14: Apply research methods to evaluate the effectiveness of clinical practice and program services.

By the conclusion of this course, students will be able to:

Course Objectives	Clinical Program Objectives	Assignments
Demonstrate knowledge of the origins and development of family therapy including a historical view from social work theory and the foundations of the interdisciplinary movement of family therapy.	1, 5, 11, 12	Reading assignment 1. Class participation/discussion 5. In class examination 6. Research project 8. Class case presentation and theoretical class presentation
Apply skills in using oneself in family therapy practice by developing an awareness of one's personal family experiences, family of origin, and personal values of family.	2, 3, 9, 11	Reading assignment 1. Class discussion/assignment 3. Development of a genogram and ecomap 3. Family of origin paper 5. In class examination
Analyze and compare issues related to diversity and family forms; cultural, ethnic, and minority characteristics of families, women in families, aging and families, and the developmental stages of family life.	2, 3, 4, 7, 11, 12	Reading assignment 2. Journal article review of alternative family system i.e. Grandparents as parents. 6. Research paper 7. Minority family systems

SOWK 8250 SOWK with Families

		<p>article review</p> <p>8. Class case and theoretical presentation</p>
<p>Demonstrate knowledge and understanding of selected major theoretical models of family therapy and acquire a professional level of competence in applying the concepts from at least three modalities. These include: 1) family systems theory; 2) structural; 3)communication/experiential 4) cognitive ; 5) intergenerational and psychodynamic; 6) contextual; 7) strategic; 8) behavioral; 9) narrative.</p>	<p>1, 2, 3, 7, 8, 9, 10, 11, 12</p>	<p>Reading assignment</p> <p>Class discussion</p> <p>3. Family of origin paper</p> <p>4. Clinical case report</p> <p>5. In class examination</p>
<p>Demonstrate practice competencies in: 1) the comprehension and application of appropriate theoretical orientations to specific family situations; 2) assessing the family dynamic symptoms and problems relevant to the family context and homeostatic maintenance of patterns of interaction; 3) utilizing various therapeutic interventions to implement change in the treatment of family dysfunction; 4) develop an artistic style in the use of oneself in a therapist role; 5) utilizing special techniques of intervention, e.g., genograms, family choreography, sculpting, communication exercises, behavioral contracts, and other tasks and strategic approaches.</p>	<p>1, 2, 3, 5, 7, 8, 9, 10, 11, 12</p>	<p>Reading assignments</p> <p>1. Class written exercise and discussion</p> <p>4. Clinical case report</p> <p>5. In class examination</p> <p>6. Research paper</p> <p>8. Class case presentation and theoretical discussion</p> <p>9. Ethical paper and case study</p>
<p>Explain acquired specialized knowledge about families who have a special problem condition, e.g., alcohol, drug dependency or abuse; child related problems; incest; abuse; nontraditional family and social, cultural, ethnic or minority issues in families.</p>	<p>1, 2, 3, 4, 8, 9, 10, 11, 12</p>	<p>Reading assignment</p> <p>2. Review of alternative family System</p> <p>4. Clinical case report</p> <p>6. Theoretical research paper</p> <p>7. Minority family systems article review</p> <p>8. Class case presentation and theoretical class discussion</p>
<p>Demonstrate skill in the preparation and presentation of a family therapy case, including a clinical case report, treatment plan, and a discussion of it.</p>	<p>1, 3, 5, 7, 8, 9, 10, 11, 12</p>	<p>Handouts provided, developing a treatment plan, and use of specific family theory in designing a treatment plan. (Gerhart)</p> <p>4. Clinical case report</p> <p>8. Clinical case presentation and theoretical class discussion</p>
<p>Explain and apply current research relevant to family therapy, with awareness of developing an approach to evaluating practice outcome in working with a family.</p>	<p>4, 11, 12, 14</p>	<p>Reading assignment</p> <p>5. In class examination</p> <p>6. Theoretical research paper</p> <p>8. Class case presentation and theoretical discussion</p>
<p>Compare and discuss with commitment the ethical principles of A.A.M.F.T and N.A.S.W. in the practice of family therapy.</p>	<p>1, 5, 6, 9, 11, 12</p>	<p>Reading assignment</p> <p>9. Journal article review</p> <p>9. Written family case situation with an ethical dilemma</p>

		Class group discussion
Apply the DSM IV-TR, V-Codes, and ICD-9, in the diagnoses of family structure and functioning problems.	1, 7, 9, 11, 12	Reading assignment 4. Clinical case report 5. In class examination 6. Theoretical research paper 8. Class case presentation and discussion.

4.0 Content and Organization Information

4.1 List of topics to be covered in chronological sequence:

- 4.1.1 Historical foundations of family therapy
 Characteristics of the functional and dysfunctional family system
 Assessment of the family system, including spiritual and cultural components
 The family life cycle, traditional and non-traditional family units
 The development of symptoms, conflict, and family problems
 The initial interview and stages of the assessment and treatment process of families
- 4.1.2 Theoretical orientations
 Structural family therapy
 Intergenerational family systems theory, including object relations and Contextual family theory
 Communication family therapy
 Behavioral family therapy, and cognitive family therapy
 Strategic family therapy
 Narrative, brief, and experiential family therapy
- 4.1.3 Special populations and problem areas include:
 Gender roles in families, especially women and elderly
 Diverse family forms, including same-sex households
 Ethnicity, minority, and social cultural diversity
 Child-focused problems in the family, including abuse
 Families with a member abusing substances
 Families in transition, divorce, remarriage, and alternatives
 Social policy, ethical, legal considerations
- 4.1.4 Research in the evaluation and study of family therapy

5.0 Teaching Methodology Information

5.1 Methods to be used: This graduate class is conducted as a seminar in which both the professor and students share in its content. Class lectures, presentations, and discussions are included. Guest speakers, audio-visual and media products are utilized, as well as experiential class projects. A number of class handouts are provided. Outside resources and reading materials are utilized.

5.2 Student role in the course: Students are expected to complete all written assignments and to participate in the group and case presentations in class.

Attendance: Regular attendance is required. Students are expected to be prepared for each session and knowledgeably participate. Excessive absences, (more than 2) and/or persistent tardiness may lead to a reduction in grade. If warranted, such a decision will be determined at the discretion of the professor.

Graduate Standards: Students are expected to exhibit graduate standards in all written work. Minimally, this means clear organization, and accurate standard APA documentation of sources, and correct grammar, complete sentences, spelling, punctuation, and paragraphs. Points may be deducted for work that does not meet graduate standards. Points are deducted for any assignments submitted late. It is student's responsibility to assure any late work is accepted in advance by the professor.

Presence of or use of technology in the class room, including cell phones, pagers, computers, I Pod, or other equipment. Any technological devices including cell/camera phones, pagers, I Pods, laptop computers, or other devices in the class room are to be shut off unless arranged and approved by the professor. Such items are not permitted in the classroom during any written exam or quiz. Anyone who violates this policy does so at risk of disciplinary action including dismissal per university policies. Peer monitoring and reporting of class mates to support professional standards of ethical behavior is expected.

Incompletes: An incomplete grade is given only for severe illness or hardship and if approved by the instructor and by the school administration. The required incomplete written contract is completed by the instructor submitted including the tasks and expected completion of the course requirements. The student may be advised to withdraw from the course if extensive absences are necessary.

5.3 Contact hours: Three hours weekly throughout the semester.

6.0 Evaluation Information

6.1 Types of student projects that will be the basis for evaluating student performance

- A. Students prepare and lead a class discussion of a clinical case study of a family in treatment. This class presentation includes an assessment of the family system, the presented problem or symptoms, a treatment plan that exemplifies a family therapy theory, and specialized knowledge of a special problem area in family life. Evidence based research of the application of the family systems theory utilized with these special problem areas of families is included. Problem areas in families include: caring for an aged family member, an individual with an addictive disorder, an oppositional youth or child with a behavioral problem, divorce, remarriage, and treatment of minority family systems.
- B. Students prepare a family of origin paper that identifies social, cultural or ethnic, and/or gender experiences in the family. It discusses the potential impact these experiences have upon the student in working with families in treatment and identifies areas for further development for the student's preparation as a professional.
- C. Students write a clinical report of a family receiving family therapy services. This report includes an assessment of the family system, a treatment plan, and the expected outcome or change to be achieved by treatment or factors that would prevent change from occurring.
- D. Students complete quizzes, examinations, research papers, and participate in laboratory or other experiential learning experiences provided in class.
- E. Students submit a paper of a potential ethical issue when treating a family as well as review a current article regarding ethical issues and professional standards when treating a family.
- F. Students review and submit a professional journal article regarding family treatment of a minority family.

Further description, due dates, and specific assignments are provided in the course outline each semester.

6.2 Basis for determining the final grade

Criteria	Percent
1. Attendance/Participation	10%
2. Group case discussion	15%
3. Family of Origin paper	10%
4. Clinical Case Report	15%
5. Class Examination/quizzes	25%
6. Nontraditional family paper	5%
Treatment; minority family	0%
7 Ethical, values paper	5%
8 Research paper/outline	15%
	100%

6.3 Grading Type:

A+	98-100
A	94-97
A-	90-93
B+	88-89
B	84-87
B-	80-83
C+	78-79
C	74-77
C-	70-73
D	68-69
F	67 or below

7.0 Resource Material

7.1 Textbooks or other required readings used in course:

Nichols M. & Schwartz, R. (2006) *Family therapy concepts and methods. 7th Edition.* Needham heights, MA: Allan & Bacon.

Janzen, C., Harris, O., Jordan, C & Franklin, C. (2006) *Family treatment, Evidence-based practice with populations at risk, 4th ed.* Belmont, CA: Thomson Higher Education, Brook/Cole.

American Psychiatric Association. (2000) *Diagnostic and Statistical Manual. Fourth Edition-TR (DSM IV-TR).* Washington, DC: American Psychiatric Association.

American Psychiatric Association (2001) *Publication Manual of the American Psychological Association.* Washington, DC: APA (This book is required for all research courses and represents the School's standards in all courses for the writing and documentation of sources in student papers, research reports, and theses.)

National Association of Social Workers. (1997). Code of Ethics. (This is reprinted in the On-line School of Social Work Handbook and the Practicum Manual and is required throughout the MSW program.)

American Association for Marriage and Family Therapy (1991) Code of Ethics This

is available on www at [www, aamft.org](http://www.aamft.org).

7.2 Other suggested reading material:

Hanna, S. & Brown, J (2006) *The Practice of family therapy, key elements across Models 3rd Ed.* Toronto, Canada.

Minuchin, S, Nichols, M. & Lee, W. (2007) *Assessing families and couples: from symptom to system.* New York: Pearson/Allyn & Bacon.

Thomlison, B., *Family assessment handbook.* (2002) Pacific Grove, CA. Brooks/Cole.

WWW Resources:

www.prenhall.com/gladding

www.aamft.org

www.americanvalues.org/html/r-unhappy_ii.html

<http://stats.bls.gov/>

<http://www.child.net/>

www.psychwww.com/resource/apacrib.htm/

7.3 Current bibliography and other resources

Becvar, D. & Becvar, R. (2005) *Family therapy: A systemic integration 6th Ed.* Boston: Allyn & Bacon Publishers.

Boyd-Franklin, N. (1989) *Black families in therapy, a multi-systems approach.* New York: Guilford Press.

Brown, F. (1991), *Reweaving the family tapestry: multigenerational approaches to families.* Dunmore, PA. W.W. Norton & Co.

Brown, P. & Shalett, J. (1997), *Cross-cultural practice with couples and families.* New York: Hayworth press.

Brown, S., & Lewis, V. (1998), *The Alcoholic family in recovery.* New York, Guilford Press.

Christensen, A, & Jacobson, N. (2002), *Reconcilable differences.* New York, Guilford Press.

Demo, D.H., Allen, K.R. Fine, M.A. (2000) *Handbook of family diversity*, New York: Oxford University Press.

Di Nicola, V. (1998) *A stranger in the family, cultures, families and therapy.* New York: W.W. Norton Co.

Dittilio, F. (2002) *The Family therapy treatment planner.* New York: John Wiley and Sons

Elkin, M. (1990) *Families under the influence.* New York: W.W. Norton.

Falicov, C. (1988), *Latino families in therapy.* New York: Guilford Press.

Freeman, J. (1997), *Playful approaches to serious problems: Narrative therapy with children and their families.* New York: W.W. Norton and Co.

- Gehart, D. & Tuttle, A. (2003) *Theory based treatment planning for marriage and family therapy*. New York: Thomson/Brooks/Cole
- Gladding, S. (2002) *Family therapy history, theory, and practice*. Columbus, Ohio: Merrill Prentice Hall Publishers.
- Goldenberg, I (2002) *Family therapy: An overview. 5th ed.* New York: Pacific Grove, CA.: Brooks Cole Pub.
- Goodrich, T. (1991) *Women and power: perspectives for family therapy*. Dunmore, PA. W.W. Norton & Co.
- Griffin, W. & Greene, S. (1998), *Models of family therapy*. Philadelphia, PA. Brunner/Mazel.
- Gurman, A., Kniskern, D. (1991) *Handbook of family therapy, vol., II*, New York: Brunner Mazel
- Harvey, J.H., Fine, M.A. (2004) *Children of divorce: Stories of loss and growth*, Mahwah, NJ: Lawrence Erlbaum Associations, Inc.
- Hoffman, Lynn, (2001), *Family Therapy: An Intimate History*. New York: W.W. Norton and Co.
- Imber-Black, E. (1988) *Families and larger systems: A family therapist's guide through the labyrinth*. New York: Guilford Press.
- Imber-Black, E. (Ed.), (1993) *Secrets in families and family therapy*. Dunmore, PA. W.W. Norton and Co. Inc.
- Kayser, K. (1993). *When love dies: the process of marital disaffection*. New York: Guilford Press.
- Kerr, M. & Bowen, M., (1988) *Family evaluation*, New York: W.W. Norton.
- Luepnitz, D. (2002) *The Family interpreted: Psychoanalysis, feminism, and family therapy*. New York: Basic Books.
- McGoldrick, M., & Gerson, R. (1985), *Genograms*, Dunmore, PA. W.W. Norton.
- McGoldrick, M., Giordano, J., & Pearce, J., (1996) *Ethnicity and family therapy*. 2nd Ed. New York: Guilford Press.
- McGoldrick, M. (Ed.), (1998), *Re-Visioning family therapy: race, culture, and gender in clinical practice*. New York: Guilford Press.
- McGoldrick, M. Anderson, C., & Walsh, F. (1989) *Women in families: A framework for family therapy*. New York: W.W. Norton
- McNeece, C.A., DiNitto, D.M. (2005) *Chemical dependency: A systems approach*, Third Ed. Boston, MA: Allyn & Bacon.
- Merrell, K.W. (2003) *Behavioral, social, and emotional assessment of children and adolescents, Second Ed*. Mahway, NJ: Lawrence Erlbaum Associates Inc.
- Minuchin, P., & Fishman, K. (2004) *Techniques of family therapy*, Boston: Harvard University Press.

- Minuchin, P., Colapinto, J. & Minuchin, S. (1998) *Working with families of the poor*. New York: Guilford Press.
- Pam, A. & Pearson, J. (1998) *Splitting Up: enmeshment and estrangement in the process of divorce*. New York: Guilford Press.
- Pittman, F. (1987) *Turning points: treating families in transition and crisis*. Dunmore, PA. W.W. Norton & Co.
- Richardson, R. (1998), *Family ties that bind: A self-help guide to change through family of origin therapy*. 3rd. ed. International Self-Counsel Press Inc.
- Ragg, D. Mark, (2006), *Building family practice skills: Methods, strategies, and skills*. Belmont, CA: Thomson Brooks/Cole.
- Saba, G., Karrer, B., & Hardy, K. (1989) *Minorities and family therapy*. New York: Haworth Press.
- Schwartz, R.C., (1994) *Internal family systems therapy*. New York: Guilford Press.
- Selekman, M. (2000) *Solution focused therapy with children: Harnessing family strengths for systems change*. 1st. ed. New York: Guilford Press.
- Slipp, S. (1984) *Object relations: a dynamic bridge between individual and family treatment*. New York: Jason Aronson.
- Snyder, M. (1995). *Ethical issues in feminist family therapy*. Binghamton, New York: Haworth
- Sprenkle, D, & Moon, S.(1996), *Research methods in family therapy*. New York: Guilford Publications.
- Titelmark P. (1992). *The therapist's own family: toward the differentiation of self*. Dumore, PA: Jason Aronson Inc.
- Todd, M (2001), *Linked for life: How our siblings affect ourselves*. Kensington Publishing Corp.
- Treadway, D. (1989) *Before its too late: Working with substance abuse in the family*. New York: W.W. Norton.
- Walsh, F. (1993). *Normal family process*. 2nd Ed. New York: Guilford Press.
- Walsh, F. (2003) *Spiritual resources in family therapy*. New York: Guilford Press.
- Walsh, F., (1998), *Strengthening family resilience*. New York, Guildford Press.
- Walters, M., Carter, B., Papp, P., & Silverstein, O.(1988) *The invisible web: Gender patterns in family relationships*. New York: Guilford Press.
- Weingarten, K, & Bogard, M. (1996) *Reflections on feminist family therapy training*, Binghamton, NY: Haworth Press.
- White, J.M. (2005) *Advancing family theories*. Thousand Oaks, CA: Sage
- White, M., & Epston, D., (1990) *Narrative means to therapeutic ends*. New York: Norton

8.0 Other Information

8.1 Plagiarism

The Executive Body of the School of Social Work has passed a policy alerting students to, and emphasizing the importance of, the issue of plagiarism. The UNO policy on plagiarism is as follows:

"The prevention of plagiarism and the imposition of sanctions upon those who resort to plagiarism is necessary in any university that espouses the ideals embodied in the concept of academic freedom. Plagiarism is the appropriation of the work (be it ideas or words) of another without crediting the source. Such a practice is particularly reprehensible in a community dedicated to the pursuit and advancement of knowledge."

The UNO policy on Academic Integrity reads as follows:

"The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found guilty of academic dishonesty shall be subject to both academic and disciplinary sanctions."

Academic dishonesty definitions, procedures and sanctions are available on the current University of Nebraska at Omaha web-site

8.2 Procedure Regarding Student Grades/Papers

The Family Educational Rights and Privacy Act (FERPA) of 1974 requires that student grades not be published in a personally identifiable fashion. Therefore, unless prior arrangements have been made with the instructor, students must provide a self-addressed adequately stamped envelope for papers, projects, or exams that were not returned to them in class. Any remaining papers, projects or exams will be kept by the instructor for 3 months after the semester ends, at which time they will be shredded.

8.3 Statement Regarding Students with Disabilities

Accommodations are provided for students with certified disabilities. For more information contact Services for Students with Disabilities, EAB 117 or 554.2872, TTY 554.3799.

8.4 Additional Assistance

Students who have concerns about their competence in writing papers or who have extreme anxiety in taking tests or giving class presentations should address these concerns by seeking professional counseling through the University Division Counseling Services.