

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number:	SW 393R 3	Instructor:	Ruth Fagan-Wilen, LCSW, PhD
Unique Number:	63395	E-mail:	ruthfagan@mail.utexas.edu
Semester:	Fall 2014	Phone:	(210) 219-0055 (cell) (512) 284-9948 (home)
Meeting Day and Time:	Thursdays 5:30 PM – 8:30 PM	Office:	3.104 a
Meeting Place:	SSW Rm. 2.118	Office Hours:	Thursdays 4 – 5 PM

THEORIES AND METHODS OF FAMILY INTERVENTION

1. COURSE DESCRIPTION

This course is designed to provide students with a comprehensive understanding of models and methods of family intervention. The content will include methods for assessment of families and an overview of several different models of family intervention with a focus on intervention skills and techniques. The course is grounded in best practices and the identification, analysis, and implementation of empirically-based intervention strategies. This course will focus on using multiple perspectives in the advanced application of theories, models, and skills utilized in short- and longer-term family interventions.

II. COURSE OBJECTIVES

By the end of the semester, students will be able to:

1. Compare various theoretical approaches to working with the family as a system, including understanding the impact of the ecological and social environments in which diverse families live; **(CL/APB 7)**
2. Demonstrate understanding of similarities and differences among theories and critically assess their theoretical perspectives, value bases, and the role of gender in family dynamics; **(CL/APB 7)**
3. Integrate and demonstrate the differential application of procedures, techniques, and methods of family intervention models that reflect best practices for problem areas or helping diverse client groups; **(CL/APPB 4)**
4. Select theories, models, and interventions and then critically evaluate and analyze these approaches as to their effectiveness in given situations. This includes: (a) the adequacy of the research and knowledge base; (b) the range of applicability; and (c) the value and ethical issues, including the student's own value system; **(CL/APB 2)**
5. Apply knowledge of the impact of policy and social justice issues to interventions with families of diverse cultures, socioeconomic backgrounds, race/ethnicity, sexual orientation, family structure, national origin, ability, or other manifestation of diversity; **(CL/APB 6)**
6. Demonstrate skill in using family therapy theory to assess family dysfunction in the context of the larger community and target systems within and outside the family for change; **(CL/APB 10a)**
7. Implement and evaluate the effectiveness of family interventions. **(CL/APB10c)**

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this

course. Below is a list of the specific **Educational Policies (EP)** and **Practice Behaviors (PB)** that are assessed in this course. The complete EPAS can be optioned from your Student Handbook.

EP 2.1.2. Apply social work ethical principles to guide professional practice.

CL/APB2 Refine ability to manage value differences and ethical dilemmas

Objectives 4

Assignment: Family-of-origin paper; Role-Play and role-play paper; in-class family therapy exercises and simulations. .

EP 2.1.4. Engage diversity and difference in practice.

CL/APB4 Utilize needs, values, and strengths in applying appropriate interventions for diverse client systems

Objectives 3

Assignment: Role-play, role-play paper; mid-term and 2nd exam; in-class videos.

EP 2.1.6. Engage in research-informed practice and practice-informed research.

CL/APB6 Apply empirically supported evidence to practice

Objectives 5

Assignment: Role-play paper; mid-term and 2nd exam.

EP 2.1.7. Apply knowledge of human behavior and the social environment.

CL/APB7 Synthesize and select human behavior and the social environment theories to match client needs

Objectives 1, 2

Assignment: Informed class discussion; Family-of-origin paper, role-play.

EP 2.1.10a. Engagement.

CL/APB10a Integrate theory-based relational skills in all areas of client engagement

Objectives 6

Assignment: role-play; role-play paper; video clips of major family therapy experts

EP 2.1.10c. Intervention

CL/APB10c Critically apply interventions to design, implement and evaluate effective practice

Objectives 7

Assignment: Role-play; role-play paper, mid-term and 2nd exam; in-class video clips of major family therapy experts.

III. TEACHING METHODS AND CLASS ORGANIZATION

This class provides opportunities for both theory and skill development. Four family practice models will be presented through a combination of lectures, videos, small group exercises, demonstrations of the practice interventions, and class discussions. Lectures will focus on the tenets and significant concepts of each model. Reading assignments, DVDs, small group exercises and demonstrations of the practice interventions will focus on application of the model to life cycle events, e.g. adolescence and aging, as well as to diverse types of family constellations. Each student is expected to contribute from a synthesis of class readings, field experiences, and from his or her life experiences, as appropriate. *All in-class discussions related to personal values, beliefs, or life experiences will be kept confidential.*

IV. REQUIRED TEXTS

Nichols, M. (2013). *Family therapy: Concepts and methods* (10th Ed). Boston: Pearson

Reading Packet: The required course readings have been uploaded to the class CANVAS and Blackboard sites. The packet of readings will also be on reserve at the Learning Resource Center of the School of Social Work, as well as available for purchase at Speedway Printing, 715 W. 23rd St, Suite N.

OPTIONAL TEXTS

Lawson, David M, & Prevatt, Frances F (1999). *Casebook in family therapy*. Belmont: Brooks/Cole – Wadsworth.

McGoldrick, M. (2008). *Re-visioning family therapy: Race, culture and gender in clinical practice* (2nd ed). New York: Guildford Press.

V. COURSE REQUIREMENTS

The grade for this course will be based on the student's ability to demonstrate knowledge of and apply methods from the major models of family therapy, as well as on the student's degree of *active* involvement in learning (ie, class readings, informed discussion, and experiential exercises.) In addition, there are 4 required assignments:

1. **Family of Origin Paper (8-10 pages):** **Due : Oct 2** **20 % of grade**

The paper will have three parts (A, B, and C):

- A. **Each student will choose a nodal point in his/her family of origin and construct a three-generational genogram that depicts the family relationships and environmental stressors (ie, unemployment, illness, etc) that depicts the family relationships at the time the issue occurred. A class hand-out on genograms will be given to be used with this assignment. The genogram should also reflect in its notation the issues or dominant pattern(s) discussed in the interview (described below **). (NOTE: A "nodal" event is some major event or problem that occurred in your family that highly affected you and others in your family, ie, illness, unemployment, divorce, death, major move, etc.)**
- B. **Choose an issue related to this nodal event as a "presenting problem" and conduct a 4 -6 page (double-spaced) Bowen-type interview with yourself as an adult. The interview will resemble a script from a play, ie:**

Therapist: *How was the relationship with your sister during this time?*

Student: *Well, my sister was the oldest and favorite of my mother. We fought a lot because she was always trying to be my boss.*

Therapist: *So there was kind of a triangle between you, your sister, and your mother around who was in charge? Triangulation occurs when the anxiety in an emotional system gets so high that one or both parties in a twosome will triangle in someone or something to reduce the anxiety and return the system to equilibrium. What used to happen right before these fights with your sister? And who intervened when you two would fight? What would happen right after your fight?*

The interview should reflect a collaborative effort between you and yourself (as the therapist) to analyze your family using at least three Bowen concepts. ** Be sure to include major themes elicited from this interview on your genogram completed in part A. For example, if there was “emotional cut-off” between a parent and one of his/her siblings during this time, discuss what effect this may have had (or still has) on the family system, and indicate the emotional cut-off in your genogram.

- C. **Describe the impact of this assignment on your self awareness.** What did you learn about yourself from the interview, i.e. what areas do you need to monitor so that your early family experiences do not get in the way of what your client families need? What experiences and insights did you have that could be useful to understanding client families? *Be reflective!*

Please Note: This assignment is sometimes difficult to complete. Issues may arise that cause thoughtfulness or pain or questioning. Please remember that all families have problems. This is central to our human condition. The goal of this assignment is to give you insight into your own family dynamics and emotional system so you can better use and monitor your family experience in your clinical practice. Please use an ID # that will be assigned in class instead of your name on the face sheet of the paper. Also, please give yourself a pseudonym on your genogram and in the interview. The information contained in this paper will be kept confidential -- no one will read this paper except the instructor, and it will be returned to you within 2 weeks of its due date.

2. **Role Play Demonstration and Role-Play Paper** **35 % of grade**

This assignment will have two parts (A) and (B):

A. Family Therapy Role-Play Demonstration:

Students will be divided into 4 different family therapy role-play groups: Bowen, Structural, Psycho-educational, or Narrative. Each group will then be assigned a specific DVD film (supplied by the professor) that focuses on a major issue or dilemma a family in the film is facing, issues which prompted the family to come to family therapy.

*Using the assigned therapy model, the family in the film will be role-played having a 45-50 minute family therapy session focused on dealing with an issue or concern depicted in the film. The role-play must demonstrate therapy with this family in the *working or middle stage* of family therapy – that is, they have come in for prior sessions. Group members will decide which family member they will role-play, as well as which student(s) will facilitate the session. (Additional family roles may be added which are not shown in the film, if necessary.) The role play must demonstrate at least 4 interventions or techniques used in the particular assigned family therapy model, as well as consider the film’s family structure related to marital status, socioeconomic class, race/ethnicity, religion/spirituality, sexual orientation, and/or other manifestations of diversity.*

Role-play groups also need to *prepare a class hand-out* on the day of their role-play that describes the family, the various members, and what the presenting problem(s) seem to be. Also, a brief description of the family therapy model being demonstrated should be included in the hand-out, focusing on both a general description of the theory and the types of interventions used. Finally, a 1-2 page list of evidence-based research supporting the use of this family therapy model needs to be included in the handout.

All role play members need to be thoroughly immersed in the family therapy model being demonstrated, in addition to the student(s) who will role-play the family therapist. After the family session has been conducted, the instructor and class will have an open question and discussion period of about 20 minutes, with each role-play member expected to take part in answering at least one of the questions posed by the class. In addition, 2 class members not in the role-play group will be acting as “visiting consultants” who have “observed” the interview thru a one-way mirror, and will be especially prepared to provide suggestions or observations to the family group, during the question and answer period.

Dates for Family Therapy Role-Play Demonstrations: :

Bowen Family Therapy role-play - film to be used is <i>Soul Food</i>	Sept 25
Structural Family Therapy role-play – film to be used is <i>The Kids are All Right</i>	Oct. 16
Psycho-educational Family Therapy role-play – film to be used is <i>Juno</i>	Oct 30
Narrative Family Therapy role play – film to be used is <i>Real Women Have Curves</i>	Nov 20

B. Family Role-Play Paper: (Due 2 weeks after your family therapy role-play; 12-15 pages)

The student will write a paper about their family role-play experience that addresses the following topics:

1) *Description and analysis of the family in the film relative to:* 1) life cycle stage; 2) family beliefs, organization, and communication; 3) social context, i.e. race/ethnicity, class, religion, sexual orientation, etc); and 4) problem/stressor(s) being addressed. *In particular*, include some discussion about *why the specific issue(s) at hand were the focus in the session* (as there could have been many issues from the film to use in the role-play).

2) *Application of the family therapy model relative to:* 1) tenets and constructs of the model; 2) interventions demonstrated during the session, including the rationale for using each intervention and its observable impact on the family or family member in the session; and 3) how effective in general do you think the model could be in helping resolve the issues or problems described in the role-play, if the family continued to receive therapy using this model? Based on your review of evidence-based research, would some other family therapy model work better, and if so, give a specific rationale for why this would be the case.

3) *How did you feel about being in this role-play?* This would include how you felt about: 1) the impact of the role-play family and family members on you during the *development* of the role-play, as well as during the session itself; 2) the delineation of similarities between your own family and the role play family as well as significant differences ; 3) any value or ethical conflicts you may have had with the family’s issues or concerns, or with the family therapy model itself.

4) Assessment of the model relative to *evidence-based research and support* for the clinical effectiveness of this model, as well as for its demonstrated use with specific populations.

Include possible *public policy considerations* (national, state or local) that might impact the issue(s) in question.

5) Include *citations to relevant research* in this assignment. Include a *reference list of sources* used for this assignment. The paper should adhere to *APA style, 6th edition* citation and reference style, and have been *carefully edited* for organization, sentence and paragraph structure, spelling, grammar, punctuation, and clarity of thought. Sections (1), (2), and (4) should be written in the third person.

Grading for Role-Play Interview and Paper:

Each student will receive one grade for the role-play and paper together, as follows:

40% of the grade (40 pts out of 100) will be based on the family role-play (group grade)
60% of the grade (60 pts out of 100) will be based on the paper itself (individual grades).

3. Mid-term exam	November 6th	30% of grade
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The mid-term exam will cover Bowen, Structural, and Psycho-educational Family Therapy modalities. Exam questions will include multiple-choice, true/false, and essay questions.

4. Class Participation:	15 % of grade
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Class participation grade will include attendance, punctuality, *informed* class discussion, brief assignments that may be given, and the extent to which students take part in the question and discussion time after the family role-play presentations. In addition, there will be opportunities throughout the semester, based upon assigned readings, to take part in reading written transcripts of family therapy sessions & reflecting, in class, upon those readings. In addition, after each role-play demonstration 2 class members can volunteer to be “visiting experts” in promoting class discussion about the family therapy model being demonstrated.

VI. COURSE GRADING CRITERIA

Family of Origin Paper	20 %
Role play & Family Therapy Paper	35 %
Mid-term Exam	30 %
Class Participation	<u>15 %</u>
TOTAL	100 %

VII. GRADING SCALE (University-wide) :

94.0 and Above = A
90.0 to 93.999 = A-

87.0 or 89.999	=	B+
84.0 to 86.999	=	B
80.0 to 83.999	=	B-
77.0 to 79.999	=	C+
74.0 to 76.999	=	C
70.0 to 73.999	=	C-
67.0 to 69.999	=	D+
64.0 to 66.999	=	D
60.0 to 63.999	=	D-
Below 60.0	=	F

Graduate students must earn a minimum grade of C in the course for credit; also, graduate students must maintain an overall B average.

VII. CLASS POLICIES

EVENING CLASS EMERGENCIES

Each semester we ask one faculty member who is teaching in the evening to be the lead person responsible in case of an emergency after the staff has left for the day. This person is responsible for assessing the nature of the emergency and making the initial decision about the appropriate response. Of course, each faculty member is responsible for the safety of their own class. When a fire alarm or siren goes off, you must first determine if the threat is inside the building or outside. If it is a fire alarm, most likely the threat is inside and you need to evacuate the building as quickly as possible. In such cases, exit through the main entrance to the building and move away from the building far enough that we do not interfere with emergency vehicles as they arrive. If the threat is outside the building, such as a tornado warning, move students to a safe place in the lower level of the building away from glass windows. We encourage all faculty to sign up to receive text messages on the cell phone regarding emergency situations on campus. You can do so at:

<http://www.utexas.edu/emergency/>

The lead person is responsible for securing the building. In the event of an evacuation, as quickly and safely as possible they search the entire building, including restrooms, to make sure no one is left in the building. When they exit the building, they notify emergency personnel on the scene that the building has been searched and to the best of their knowledge it is clear. If the threat is outside, keep everyone inside and lock down the building. Ask other faculty to monitor each of the entrances to the building to make sure students do not leave.

The following faculty have agreed to be the lead faculty for each night in the Fall, 2014 semester:

Monday: Arlene Montgomery
 Tuesday: Kirk Von Sternberg
 Wednesday: Cal Streeter
 Thursday: Robin Smith
 Friday: Margaret Bassett

UNIVERSITY POLICIES REQUIRED TO BE IN SYLLABI

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT IN CLASS.

The professor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

CLASSROOM CIVILITY. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the instructor. The instructor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students can contact a service provider of their choosing, including **the UT Counseling Center at 512-471-3515 or online at www.utexas.edu/student/cmhc/.**

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY.

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

USE OF CLASS MATERIALS. The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor, may be in violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

Documented Disability Statement

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

Religious Holidays

By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

Use of E-Mail for Official Correspondence to Students

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

Safety

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

Behavior Concerns Advice Line (BCAL)

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). **Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.**

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.

- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Policies Specific to This Class:

1) It is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Class attendance and participation is expected, as is handing in assignments on time. Role will be taken each class period and students are expected to attend the full class. If a student leaves class early, the absence will be treated as unexcused. Students are also expected to complete assigned readings prior to each class. Except in case of extreme emergencies, and then only with the permission of the professor, late assignments will not be accepted without penalty. Students are expected to turn in all required assignments on the agreed upon due date at the beginning of class. *Students will lose 5 points for each day that an assignment is late*, except in very extenuating circumstances

2) Social work practitioners assume responsibility for themselves. Therefore, it is expected that the work handed in will be your own. Scholastic dishonesty, including plagiarism and cheating during examinations, violates social work values and will result in recommendation for dismissal from the social work program and a referral to the university's Dean of Student's Office.

3) Social work practitioners are assertive and function as team members. Therefore, feedback about the course is welcome and the course will be viewed as a joint effort between students and the instructor. Students are encouraged to provide feedback during office hours and by appointment if they desire.

4) Confidentiality. There is no requirement that confidential or personal information be openly shared in class, but if such information is shared it is understood that the strictest standards of professional confidentiality will be maintained by all students.

Course Schedule

Date	Description	Text/Readings
Aug 28	Overview & Introductions Review Syllabus	Nichols: Introduction & Chap 1 McGoldrick & Gerson: “Genograms and the Family Life Cycle” (reading packet and class hand-out) Choose family therapy modality role-play groups; role-play groups given assigned film to use as case material for family therapy role-play session.
Sept. 4	Fundamental Concepts of Family Therapy: <i>The Essential Four</i> DVD - Family Systems Therapy: Kenneth Hardy, PhD	Nichols Chapter 3 McGoldrick & Hardy: “Re-visioning family therapy from a multi-cultural perspective” (packet) Meet in family role-play groups Hand-out genogram exercise to prepare for next week
Sept. 11	Intergenerational Theory -- Bowen Family Systems Theory – Part I	Nichols, Chap 4 Falicov: “The Cultural Meaning of Family Triangles” (packet) Falicov: “Migration and the life-cycle” (packet) Genogram exercise brought to class – class discussion and feedback
Sept. 18	Bowen Family Systems Theory – Part II	Lawson – Integrated Intergenerational Theory: “A Single Parent with Depression and Anxiety” (packet) -- prepare for class discussion
Sept. 25	*** <u>ROLE-PLAY:</u> Bowen family therapy role-play and class discussion	Flanagan: “Elder Abuse: Cultural contexts and implications” (packet) Guest presenter: Lindsey Saddock, LPC, family therapist

Oct 2	<p>Structural Family Therapy – Part I</p> <p>Salvador Minuchin</p>	<p>Nichols: Chapter 6</p> <p>Johnson & Colucci: “Lesbians, Gay Men & the Family Life Cycle” (packet)</p> <p>Kemenoff et al: “Structural Family Therapy.” (packet)</p> <p>** Family of Origin Papers Due</p>
Oct. 9	<p>Structural Family Therapy – Part II</p> <p>Video (Harry Aponte)</p>	<p>Corcoran: “Structural Family Therapy with Adolescent Conduct Disorder” (packet)</p> <p>Minuchin: “Residential Treatment of Drug Addiction and the Family” (packet)</p>
Oct. 16	<p>*** ROLE-PLAY: Structural Family Therapy Role-Play and class discussion</p>	<p>Santisteban et al: “Brief structural/strategic family therapy with African-American and Hispanic Hi-Risk Youth” (packet)</p> <p>Walsh & Scheinkman: “(Fe)Male: The Hidden Gender Dimension in Models of Family Therapy” (packet)</p> <p>Guest Presenter: Pamela Haynes, LCSW – family therapist</p>
Oct. 23	<p>Psycho-educational Family Therapy</p> <p><i>Single Parent Families</i> <i>Divorced Families</i> <i>Remarried Families</i></p>	<p>Goldenberg & Goldenberg: “Psycho-educational models: Teaching skills to specific populations” (packet)</p> <p>Collins, Jordan & Coleman: “Variations Affecting the Family Life Cycle” (packet)</p>
Oct 30	<p>*** ROLE-PLAY: Psychoeducational Family Therapy Role Play and class discussion</p> <p>Review for mid-term exam</p>	<p>Fournier & Rae : “Psycho-educational family therapy” (packet)</p> <p>Gleason & Wynn: “Psycho-education with Caregivers of Older Adults” (packet)</p> <p>Video: Why Can't We Be a Family Again?</p> <p>Guest presenter: Laura Swann, LCSW</p>
Nov 6	<p>MID_TERM EXAM</p> <p>(Covers 3 family therapy modalities: Bowen, Structural & Psycho-educational)</p>	

Nov 13	Narrative Family Therapy	Nichols, Chap 12 Prevatt. "Narrative therapy: The work of Michael White" (packet)
Nov 20	Narrative Family Therapy Cont. Emotionally-Focused Couples Therapy *** ROLE-PLAY: Narrative Family Therapy Role Play and class discussion	Nichols Chap 7, 157 – 161. Hasenecz: "Surviving infidelity: Couples therapists' best practices" (packet)
Nov 27	Thanksgiving Holiday!	
Dec. 4	Last Class Day! Integration of evidence-based family therapy practices Class Evaluation	Franklin & Jordan: "Rapid Assessment in Family Practice" (packet) Nichols Chap 14, "Research on Family Intervention"

Happy Holidays!

All students must complete the required readings. Students are expected to read and become familiar with the literature listed in the bibliography under the chosen Family Therapy Model. For example, a student who is doing a role play and paper on Narrative Family Therapy would be expected to be familiar with the literature under Narrative Family Therapy.

Reading Packet:

Collins, D., Jordan, C., & Coleman, H. (2010). Variations affecting the family life cycle. In *An introduction to family social work*. United States: Brooks/Cole.

Corcoran, J. (2003). Structural family therapy with adolescent conduct disorder. In *Clinical applications of evidence-based family interventions*. New York: Oxford University Press. \

Falicov, C.J. (2008). The cultural meaning of family triangles. In M. McGoldrick (Ed.), *Revisoning family therapy: Race, culture and gender in clinical practice (2nd ed.)* New York: Guilford.

Falicov, C. J. (2010). Migration and the life cycle. In B. Carter & M. McGoldrick (Eds.), *The expanded family life cycle: Individual, family & social perspectives (4th Ed.)*. Boston: Allyn & Bacon

Flanagan, A. (2014). *CME Resource and NetCE (on-line)*. Elder abuse: Cultural contexts and implications. Course #97821.

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