

SW 393R3: THEORIES AND METHODS OF FAMILY INTERVENTION
 THE UNIVERSITY OF TEXAS AT AUSTIN
 SCHOOL OF SOCIAL WORK

Course Number:	SW 393R3	Instructor's Name:	Cynthia Franklin, Ph.D., LCSW, LMFT TA: Tiffany Ryan
Unique Number:	94910	Office Number:	SWB 3.130
Semester:	Summer 2011	Phone/E-mail:	471-0533 (UT) Mobile 413-1946 CFranklin@mail.utexas.edu TA: Tryan@mail.utexas.edu
Meeting Time/Place and Room:	Monday 1:30-4:00 Rm 2.132	Office Hours:	Mondays and Wednesday 12:30-1:30 or by appointment

I. Standardized 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. Standardized 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; **(CI/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; **(CI/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; **(CI/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; **(CI/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; **(CI/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; **(CI/APB 10a)**
 7. Implement and evaluate the effectiveness of family interventions. **(CI/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.

EP2.1.2. Apply social work ethical principles to guide professional practice.

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

Objectives 4

Assignment: Demonstration of Practice Techniques

EP2.1.4. Engage diversity and difference in practice.

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

Objectives 3

Assignment: Self-directed Learning Project

EP2.1.6. Engage in research-informed practice and practice-informed research.

CL/APB6 Apply empirically supported evidence to practice

Objectives 5

Assignment: Self-directed Learning Project

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: Demonstration of Practice Techniques

EP2.1.10a. Engagement.

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

Objectives 6

Assignment: Demonstration of Practice Techniques

EP2.1.10c. Intervention

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

Objectives 7

Assignment: Self Directed Learning Project

III. Teaching Methods

This class provides opportunities for both theory and skill development. Family practice models will be presented through a combination of lectures, web-based instruction, demonstrations of the practice interventions in each model, and discussions about skills.

IV. Safety Policy

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 also notify instructors regarding any safety concerns.

V. Required Texts

Jantzen, C. Harris, O., Jordan, C. & Franklin, C. (2006). *Family treatment: Evidenced-Based practice with populations at-risk*. Pacific Grove,CA: Brooks/Cole.

Gehart, D. (2010). *Mastering competencies in family therapy*. Pacific Grove, CA: Cengage Learning.

Purchase textbooks at your favorite store or internet location.

Online Readings:

All additional readings on Blackboard.

VI. Course Requirements

The grade for the course will be based on the student's ability to demonstrate knowledge and methods from evidenced-based models of family therapy and effective interventions for solving family problems. Class attendance, participation, and promptness in completing assignments will be considered when assigning the grade. This is a professional practice class and each student is expected to demonstrate behavior that meets the criteria of the National Association of Social Workers code of ethics and meets the standards for professional practice of social work. Rules for in-class learning include:

VII. Class Code of Conduct

- Hard work and commitment to learning topics.
- Best preparation and dedication to be both a learner and contributor to the in-class learning.
- Respect for your colleagues, both students and professor, and that includes proper respect given to presentations, comments, and ideas presented during class.
- Commitment to the class community and personal responsibility to contribute to common good, and to fulfill one's own individual responsibility.
- Demonstration of outward behavior, dress, speech and mannerism that would suggest that you are a professional person with a professional job.
- Use your computer, iphone, blackberry, and other communication devices during class only in a way to assist your class work.
- When you need to be late or to take a day off from the class, contact the professor *in advance* and make appropriate arrangements for making-up your missed in-class learning.

VIII. Class Assignments: (*There are two major assignments.*)

1. **Demonstration** of practice techniques from one of the family therapy approaches taught in the class (**50% of your grade**). USE ONE OF THE EVIDENCED-BASED TREATMENT MANUALS OR SEMINAL BOOKS TO learn how to ILLUSTRATE YOUR APPROACH. Each person in the class will receive a a group and will prepare an experiential demonstration of techniques from a family therapy treatment approach. The treatments to be selected from are:

- A. *Solution-focused Brief Therapy*- Books by Insoo Kim Berg are best because she helped to create the approach. Also, books by Yvonne Dolan and Matthew Selekman are excellent for learning how to help families.
- B. *Structural Family Therapy Approaches including Multisystemic* — Minuchin & Aponte, Henggler/Multisystemic - I suggest using the treatment manual from Multisystemic Therapy (Henggler) or books by Patricia Minuchin and Salvadore Minuchin for the best learning.
- C. *Strategic Family Therapy Approaches*—Use the treatment manual from Jose Szapocznik (Brief Strategic Therapy) or Scott Sells' Parenting with Love and Limits program. Also read books by Jay Haley.

Groups will be responsible for demonstrating the behavioral change techniques for their approach to the class. The group's purpose is to model the specific behavioral change techniques. It is NOT to explain the theory, because we will be going over the therapy theory in class prior to your demonstration. *Be creative in your presentation.* You may ask for audience participation or make use of audio-visual equipment. The use of an outline or handouts explaining the techniques that are being illustrated is required. **You must submit a power point for your change techniques to the instructor as a part of your grade and the quality and accuracy of these materials will be considered in your final evaluation for the demonstration of the behavioral change techniques.**

The presentation is expected to last *approximately one hour* and consist of an experiential modeling of the treatment techniques and skills for the approach.

As the group progresses in developing the presentation, at least one planning session must be held with the instructor and some class time will be offered to help the preparation and planning process.

I will assume that all partners are sharing the burden of the work. If this is not the case, please notify me. Partners doing the presentation will be assigned the same grade for their presentation, so it should reflect equal responsibility on all members' parts. **Please consult the syllabus for presentation schedule.**

2. **Self-Directed Learning Project (50% of your grade):** The purpose of this assignment is to learn how to effectively intervene with a specific family problem area and to learn more about how to do effective family practice. The Jantzen et. al. book is helpful for learning best practices for problem areas. There are *several options (described below)* that will help you learn more about effective family approaches and how to do them. These assignments allow options you may choose for meeting this class requirement. You are also offered an opportunity to construct your own learning task with approval of the instructor. **YOU CAN CHOOSE A PARTNER TO HELP YOU WITH your self-directed learning assignment** or choose to complete the project individually. Each partner must make equal contributions. **In designing the individual learning assignment the professor allowed class time for you to work on the assignment at different points during the summer session. The individual learning assignment is due on the last day of class and this assignment will also serve as a final evaluation for this course.**

Options for Self-directed Learning Assignment (Choose one of the following for your own assignment). You are allowed to do this assignment with a partner.

1. *Option One: Well Researched, Evidenced-Based Intervention Manual for Problem Area*

Students will select a problem area that impacts couples or families (e.g. battering, adolescent depression, sexual dysfunction, suicide, divorce, blended families, kinship care, etc.) Using the “state of the art” family treatment literature and research on effective interventions for this problem area, students will develop a treatment manual that can guide their practice. A treatment guide or manual is a document that describes to a practitioner how to deliver an intervention. Treatment manuals are specific tools that one can consult in conducting clinical sessions with the

client. A treatment manual should provide specific, behaviorally defined steps to follow in working with a client who has a particular problem. For example, how does the practitioner conduct the sessions with the client and what does the practitioner do and say in the sessions.

Students should look to the empirical literature to discover the most effective family treatments and to find guides for how to deliver these treatments.

2. *Option Two: Community Observations, Intervention Manual:*

Students are encouraged to seek out and learn from community experts who are knowledgeable about how to intervene with a problem. You can partner with an agency or practitioner or volunteer setting. But, make sure the community partners are using the best practices or are experts on the empirically-supported interventions. When possible, interview the practitioners and observe the interventions. Write-up a log of your learning experiences focusing on how to deliver the family interventions. When available, you may also draw from the treatment manuals they use in the agency as well as write-up what you learned from interviews and observations in the agency.

3. *Option Three: Practice Delivering an Evidence-Based Intervention:*

Identify a family treatment manual for a problem area and seek out an opportunity to deliver at least four sessions from the manual with friends or voluntary clients. This should be done to give you practice with the approach. Write-up the sessions and interventions delivered and what you learned doing this task. If you do not want to write it up, and can film yourself doing the sessions, that will substitute for the written assignment. Although, you must submit an outline or statement about what intervention you were delivering and reference for that intervention. DVD's submitted **must be audible**.

4. *Option Four: Master Therapist Analysis:*

For your learning, film clips of the major treatment approaches covered in this class may be viewed in the LRC. One film for each approach covered in the class, SFBT, Structural and Strategic must be viewed. You will watch a film of a master therapist at work and analyze each session using the **video analysis form** that is posted on Blackboard. This assignment works best for those who want to learn about the techniques of different practice models in more depth and explore their feelings and reactions about these approaches while watching master therapists in action. Some film clips may be accessed in the External Links on Blackboard, however,

for best learning identify your films early with approval of the instructor or use the ones suggested that are in the LRC.

Suggested Videos: SFBT, “I’d Rather Hear Laughter, Structural, Unfolding the Laundry with Salvadore Minuchin, and Scott Sells on external links. One video analysis form must be filled out for each video. If you are working with partners you may still fill out one form but each person must add their own viewpoints and reflective comments.

5. *Option Five: Develop Your Own Learning Task*

Students are encouraged to develop their own learning task with approval of the instructor. Learning tasks can be experiential or written. The only requirement is that the learning task focuses on mastery of best family practices with a specific population or problem area and/or engages you in learning how to do family practice. **BE CREATIVE AND DESIGN YOUR OWN ASSIGNMENT.**

If you choose *option one*, follow these suggestions and outline for background work in developing a well-researched intervention manual:

1. Ascertain from the empirical/research literature what the most effective family interventions for working with your problem area are. You can discover this easily by reading reviews of the empirical literature, meta-analyses and other critical analyses of family practices for solving the problem. Choose an intervention based on this analysis. *(Start by reading the Jantzen, et. al. book.*
2. Search out available treatment manuals, case studies or other guides that provide specific details on how to deliver the family intervention in a clinical setting.
3. Outline stages or steps to follow in order to help the client.
4. Develop a detailed description for how to conduct one or more sessions of the intervention. Include both the processes and stages of the session as well as the major goals and techniques for the sessions.
5. When appropriate consult experts in this area who may guide you to pre-existing treatment manuals or clarify details of an intervention.

Outline for the Evidence-Based, Intervention Manual Paper

- I. Mini Problem Review: In one or two pages summarize the importance of the problem area. Include references.
- II. Research Support for Intervention: In one or two pages summarize the empirical research supporting the use of your intervention. If there are few or little studies say so, and describe the intervention as being in a process of development or experimental stage. Include references.
- III. Present your Intervention Manual (12-15 PAGES)
 - a. If applicable, include detailed overview of stages of the intervention.
 - b. Include detailed descriptions of how sessions are conducted.
 - c. Include examples of forms, exercises, and other aids used to facilitate change. Include sources on all forms typed on the forms.
- IV. Include *one or more case examples* from literature to illustrate steps and processes of the intervention. This can be included as an appendix.

Rules of Conduct for Participating as Partners on an Assignment

When working as partners you must submit a written summary of who did what to prepare for your presentation or learning assignment. If the instructor determines from that summary that an individual student did not contribute enough to the assignment that individual's grade may be marked down. Violations in the work ethic and equal contribution to the work will not be tolerated for any reason. A student who works with a partner(s) and does not contribute equally may be asked to complete their own individual assignment or take a lower grade. You should immediately let the instructor know of any problems that occur with equal participation and that individual will automatically be disqualified from working as a partner on the assignment.

Course Grades

The final course grade will be calculated as follows:

Group Demonstration of Intervention	50%
Self-Directed Learning Project	50%

Group Demonstration of Intervention

Due Date
See Syllabus

Self-Directed Learning Project

Due Date
Last Day of Class

Grading Scale for Graduate Students

100 - 94 = A
93 - 90 = A-
89 - 87 = B+
86 - 84 = B
83 - 80 = B-
79 - 77 = C+
76 - 74 = C
73 - 70 = C- (Class failed/no credit: 73 and below)
69 - 67 = D+
66 - 64 = D
63 - 60 = D-
59 and below = F

IX. Class Policies

No late assignments will be accepted, except in extreme emergencies and then only with permission of the instructor. All late assignments will be assessed point penalties at a rate of 5 points a day. If you are in an emergency situation, contact your instructor and receive a new due date. Academic dishonesty will be dealt with in accordance with the policies of the University.

Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

X. Course Schedule

June 6 – Getting Started with the class

June 8 Introduction to Family Therapy

Required

Gehart Chapter 1-5 and 7 & 8 for a review of family history and background for the field of marriage and family therapy.

Jantzen, et. al. Chapters 1-2

Remember – you can meet the family therapy experts! Visit several Family Therapy websites: Found in the External Links on Blackboard

June 13 Family Therapy Models: Solution-Focused Brief Therapy

Required

Gehart Chapter 14

Dermer, S., Hemesath, C., & Russel, (1998). Feminist critique of solution focused therapy. *The American Journal of Family Therapy*, 10, 297-304.

Franklin, C., Corcoran, J., Nowicki, J., & Streeter, C. L. (1997). Using client self-anchored scales to measure outcomes in solution-focused therapy. *Journal of Systemic Therapies*, 16(3), 246-265.

Franklin, C., Biever, J. L., Moore, K. C., Clemons, D. & Scamardo, M. (2001) Effectiveness of solution-focused therapy with children in a school setting. *Research on Social Work Practice* 11(4), 411-434.

Franklin, C., Kim, J.S. & Trippodi, S. (2006). Solution-focused, brief therapy interventions for students at-risk to dropout. In C. Franklin, M. B. Harris & P.Allen-Meares (Eds.). *The school services sourcebook* (p.p. 691-704). New York: Oxford University Press.

Kim, J.S. (2007). Examining the effects of solution-focused brief therapy: A meta-analysis using random effects modeling. *Research on Social Work Practice* 18, 107-117.

Learning Tips:

See a treatment manual at The Solution-focused, Brief Therapy Association, sbta.org or read books by developers Insoo Kim Berg and Steve deShazer or Matthew Selekman for how to do the approach with children and families. For how to do SFBT with children and adolescents in schools, see Kelly, M. Kim J.S. & Franklin, C. *Solution-focused brief therapy in schools*. New York: Oxford University Press.

June 15- Solution-Focused Brief Therapy

More practice and Examples

Required

Gingerich, W. J. & Eisengart, S. (2000). Solution-focused brief therapy: A review of outcome research. *Family Process*, 39(4), 477-498.

- Miller, G. & de Shazer, S. (2000). Emotions in solution-focused therapy. A re-examination. *Family Process*, 39(1), 5-23
- Piercy, F.P., Lipchick, E. & Kiser, D.(2000). Commentary: Emotions in solution-focused therapy. *Family Process*, 39(1), 25-28.
- Selekman, M. (1999). The solution-oriented parenting group revisited. *Journal of Systemic Therapies*, 18(1), 5-23.

June 20– Consultations about Individual Learning Assignments: Bring an outline and meet with me in classroom for consultation.

June 22– Solution-Focused Brief Therapy Your In-class Practice demonstration for one hour

Finish Previous Readings on SFBT

June 27 Family Models: Structural including Multisystemic Therapy

Required

Gehart Chapter 10

Jantzen, et. al.Chapter 6

Gehart Chapter

Curtis, N. M., Ronan, K. R., & Borduin, C. M. (2004). Multisystemic treatment: A meta-analysis of outcome studies. *Journal of Family Psychology*, 18(3), 411-419.

Henggeler, S.W., Schoenwald, S.K., Swenson, C.C. & Bourdin, C. (2006). Methodological critique and meta-analysis as Trojan horse. *Children & Youth Services Review*, 28, 447-457.

Henggeler, S. W., & Sheidow, A. J. (2003). Conduct disorder and delinquency. *Journal of Marital & Family Therapy*. 29(4), 505-522.

Henggeler, S. W. (1999). Multisystemic therapy: An overview of clinical procedures, outcomes, and policy implications. *Child Psychology and Psychiatry Review*, 4, 2-10.

Henggeler, S. W. et al. (1999). Home-based multisystemic therapy as an alternative to the hospitalization of youths in psychiatric crisis: Clinical outcomes. *Journal of the American Academy of Child and Adolescent Psychiatry*, 38, 1331-1339.

Littell, J., Popa, J. H., & Forsythe, B. (2005). Multi-systemic therapy for social, emotional, and behavioral problems in youth aged 10-17, *Campbell Collaboration Review*, 2, Retrieved November 10, 2006 from http://www.campbellcollaboration.org/doc-pdf/Mst_Littell_Review.pdf.

Sells, S. P. & Franklin, C. (2008). Beyond the One way Mirror. *Psychotherapy Networker*, 62, 27-31.

Learning Tips:

See Scott Henggeler et. al (2009) *Multisystemic Treatment of Antisocial Behavior in Children and Adolescents, Second Edition*. Also review *Serious Emotional Disturbance in Children* (2002) for a good book on how to apply multisystemic methods of family therapy. Other books written by Salvador and Patricia Minuchin on Structural Family Therapy are very helpful learning tools.

June 29- Learning Day for Individual Learning Assignment

July 4th-Happy Fourth of July Holiday

July 6– Structural approaches including Multisystemic

More Practice and Examples of Structural Family Therapy.
Finish Above Readings

July 11- Structural Family Therapy-Your In-class Practice demonstration for one hour

July 13-Library Day for Individual Learning Assignment

July 18- Family Models: Strategic Family Therapy

Required

Gehart Chapter 9

Jantzen, et. al.Chapter 10

Sells, S.P. (1998). A model for change. In *Treating the Tough Adolescent*. New York: Guildford Press.

Anger-Diaz, et.al. Problem solving across cultures: Our Latino experience. *Journal of Systemic Therapies* 23 (4).11-27.

Bobrow, E. & Ray, W. A. (2004). Strategic family therapy in the trenches. *Journal of Systemic Therapies*, 23(4), 28-38.

Fisch, R. (2004). What have you done lately? MRI Brief Therapy. *Journal of Systemic Therapies* 23 (4), 4-10.

Szapocznik, J. & Williams, R.A. (2000). Brief strategic family therapy: Twenty-five years of interplay among theory, research and practice in adolescent behavior problems and drug abuse. *Clinical Child and Family Psychology Review*, 3(2), 117-134.

Learning Tips:

Learn about Strategic Family Therapy by studying the work of Jose Szapocznik or Scott Sells. Szapocznik is the author of treatment manuals on Brief Strategic Family Therapy and a book on Preventing Adolescent Substance Abuse: Science-based Approaches. See a treatment manual for the approach and read more about him and his approach at the National Institute of Drug Abuse (NIDA)

<http://www.drugabuse.gov/TXManuals/bsft/BSFT8.html> Scott Sells, *Parenting with Love and Limits* is also a good source of information for how to apply structural/strategic therapy methods. Read about how to apply his approach in books such as *Treating the Tough Adolescent and Parenting with Love and Limits*. Available at www.Difficult.net

July 20- Strategic Family Therapy-Your In-class Practice demonstration for one hour (Szapocznik approach with adolescent substance abuse or Sells, *Parenting with Love and Limits* or another evidenced-based strategic approach)

July 25 Class Evaluation and Wrap-up!!!

*****Self-Learning Projects Due*****

Journals and Publications in Family Therapy

Family Coordinator (until 1979) and then became

Family Relations (published quarterly)
National Council on Family Relations
1219 University Avenue, S.E.
Minneapolis, MN 55414

Families in Society (formerly Social Casework Journal)
Family Service of America
11700 West Lake Park Drive
Milwaukee, WI 53224

Family Process (published quarterly)
The Nathan W. Ackerman Family Institute
149 East 78th Street
New York, NY 10021

Journal of Family Counseling (until 1977) then
International Journal of Family Counseling (published quarterly)
Transaction, Inc.
Rutgers University
New Brunswick, NJ 08903

Journal of Family Issues (published quarterly)
Sage Publications, Inc.
275 South Beverly Drive
Beverly Hills, CA 90212

Journal of Family Psychotherapy (published bi-monthly)
The Haworth Press, Inc.
10 Alice Street
Binghamton, NY 13904-1580

Journal of Family Social Work
Haworth Press
Florida State University
School of Social Work
Tallahassee, FL

Journal of Marriage and the Family (published quarterly)
National Council on Family Relations
1219 University Avenue, S.E.
Minneapolis, MN 55414

Journal of Marriage and Family Counseling (until 1978) then Journal of Marital and Family Therapy (published quarterly)
AAMFT Journal Business Office
1717 K Street N.W.

Washington, DC 20006

Journal of Systemic Therapy

Guilford Press

72 Spring Street, New York 10012

Topics in Family Psychology and Counseling

Aspen Publishers, Inc.

200 Orchard Ridge Dr.

Gaithersburg, MD 20878

Journal of Family Therapy

Institute of Social and Applied Psychology

University of Kent at Canterbury

Kent, CT2 7CZ

United Kingdom

The Psychotherapy Networker (Formerly, The Family Therapy Networker)(published bi-monthly) A magazine for mental health professionals

Family Therapy Networker

7703 13th Street, N.W.

Washington, DC 20012

Practice Guidelines Available online

www.aamft.org/

www.psychguides.com

The American Academy of Child and Adolescent Psychiatry Practice Guidelines. Available on line with subscription to the journal “Journal of Child and Adolescent Psychiatry”

www.AACAP.org

The Journal of Clinical Psychiatry Practice Guidelines: Available on-line with subscription to the journal.

www.psychiatrist.com

The American Psychological Association publishes Practice Guidelines and Guidelines for interpreting the Plethora of Guidelines that exist.

www.apa.org