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

Course Number: SW393R 3

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Semester: Fall, 2012

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Office Hours: Tuesday 2:30 – 3:30 or by
appointment

THEORIES AND METHODS FOR FAMILY INTERVENTION

I. 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

Upon completion of this course, 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: Participation; Role Play; Group Feedback

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: Participation; Role Play; Group Feedback

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

CL/APB6 Apply empirically supported evidence to practice

Objectives 5

Assignment: Problem Review Paper; Literature Review and Critique

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: Problem Review Paper; Literature Review and Critique

EP2.1.10a. Engagement.

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

Objectives 6

Assignment: Role Play; Group Feedback

EP2.1.10c. Intervention

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

Objectives 7

Assignment: Group Feedback; Problem Review Paper; Literature Review and Critique

III. TEACHING METHODS

This class provides opportunities for both theory and skill development. Various models and theories will be presented through a combination of lectures, demonstrations of the practice interventions in each model, discussions about skills, videos, as well as small group and experiential exercises.

Use of Blackboard in Class

In this class the professor uses Blackboard—a Web-based course management system with password-protected access at <http://courses.utexas.edu>—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

IV. UNIVERSITY NOTICES AND POLICIES

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.

Please turn your cell phones off or on silent so as not to distract others in class. In addition, laptops are not allowed in class unless you have permission from the professor to meet your learning needs.

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://www.utexas.edu/depts/dos/sjs/>).

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.

V. REQUIRED READINGS

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.

*** Additional required readings posted on Blackboard as noted in syllabus ***

VI. COURSE GRADING CRITERIA

- Attendance and Participation 10%
[Grade determined by professor in terms of conscientious attendance, active involvement in class, and value of substantive contributions to discussions.] Students are expected to sign in at the beginning of each class. One unexcused absence is allowed.
- Problem Review Paper 20%
- Role Play 20%
- Group Feedback 20%
- Literature Review and Critique 30%

TOTAL 100%

GRADING SCALE

100 - 94 = A	76 - 74 = C
93 - 90 = A-	73 - 70 = C-
89 - 87 = B+	69 - 67 = D+
86 - 84 = B	66 - 64 = D
83 - 80 = B-	63 - 60 = D-
79 - 77 = C+	59 and below = F

VII. COURSE ASSIGNMENTS

Problem review Paper

Choose a clinical issue in family work that is of interest to you. Conduct a thorough search of the literature to determine what treatment models or approaches are available. Following is a brief outline of what this paper will include. A more detailed description of the assignment will be handed out in class.

1. Description of the problem
2. Available Evidence based models and brief descriptions
3. Upcoming “promising practices” and brief descriptions
4. Personal assessment and critique

Role Play and Group Feedback

Members of the class will divide into 4 groups at the beginning of the semester based on which family therapy model each student wants to do their in depth role play on.

There are 4 role play days throughout the semester; each family therapy is assigned to one day. Each role play will be utilizing the same case, which will be handed out in class. Groups should feel free to add historical information or personal qualities to the various family members as needed for their roll play. Each role play should include a

brief description of the model with information about implementation. Detailed information about what should be included in each role play will be provided in class.

The group feedback will be occurring during each role play session by the three groups not conducting the role play. Group feedback may include questions, comments, suggestions for “re-doing” sections of the role play and general feedback and discussion.

Detailed instructions and information for the role play and group feedback will be provided in class.

Literature Review and Critique

The literature review and critique can be on any of the four family therapy models covered in class. If a student wants to write on a different family therapy model, permission must be granted by the professor at the beginning of the semester.

The literature review will include a review of the theoretical foundation of the model that you choose as well as a thorough review of the outcomes literature. This paper will also include a personal critique of the model by each student. This paper is an individual assignment. A detailed outline and explanation will be handed out in class.

COURSE OUTLINE

Week 1	
Tuesday September 4	<i>Topics</i> Introductions and Class Overview Review Syllabus UT Online library, database searching <i>Readings</i> Syllabus

Week 2	
Tuesday September 11	<p>Topics Introduction to Family Therapy; Theoretical Foundation</p> <p>Readings Gehart; Chapters 1, 7, & 8 Janzen, et al; Chapter 1</p>
Week 3	
Tuesday September 18	<p>Topics Evidence-based practice in family treatment; The impact of Trauma on Child Development, Communication and Family Relationships; Child Abuse and Other Family Violence</p> <p>Readings Gehart; Chapters 2 & 3 Janzen, et al; Chapters 2, 3 & 9</p> <p><u>On Blackboard</u></p> <p>Brol, K. (2007). Working with traumatized children: A handbook for healing. Chapters 2, 3, 4 (these are very short chapters)</p> <p><u>The Child Trauma Academy Online Training Series:</u></p> <p>Surviving Childhood: An Introduction to the Impact of Trauma. Website: http://www.childtraumaacademy.com/surviving_childhood/index.html</p> <p>The Cost of Caring: Secondary Traumatic Stress and the Impact of Working with High Risk Children and Families. Website: http://www.childtraumaacademy.com/cost_of_caring/index.html</p> <p>Bonding and Attachment in Maltreated Children. Website: http://www.childtraumaacademy.com/bonding_attachment/index.html</p> <p>Some additional readings may be posted on Blackboard.</p>

Week 4	
Tuesday September 25	<p>** Problem Review Paper Due at the beginning of class**</p> <p>Topics Solution Focused Brief Therapy</p> <p>Readings Gehart, Chapter 4 & 14 Janzen, et al; Chapters 4 & 5</p> <p><u>On Black Board</u></p> <p>Kim, J.S. & Franklin, C. (2009). Solution-focused brief therapy in schools: A review of the outcome literature. <i>Children & Youth Services Review</i>, 31, 464-470</p> <p>Flemons, D., Liscio, M., Gordon, A.B., Hibel, J., Gutierrez-Hersh, A., et al. (2010). Fostering Solutions: Bringing Brief Therapy Principles and Practices to the Child Welfare System. <i>Journal of Marital and Family Therapy</i>, 36(1), 80-95.</p> <p>Kim, J.S. (2007). Examining the effects of solution-focused brief therapy: A meta-analysis using random effects modeling. <i>Research on Social Work Practice</i> 18, 107-117.</p> <p>Kim, J. S., S. Smock, et al. (2010). "Is solution-focused brief therapy evidence based?" <i>Families in Society</i> 91(3): 300-306.</p>
Week 5	
Tuesday October 2	<p>Topic: ** Solution Focused Brief Therapy – Role Play and Group Feedback **</p> <p>Readings: Finish any readings from week 4 that have not been completed.</p>
Week 6	
Tuesday October 9	<p>Topic: Families with a member dealing with a Mental Disorder; Families with Chronically Ill Members</p> <p>Readings Janzen, et al; Chapters 7 & 8</p>

Week 7	
Tuesday October 16	<p>Topic: Structural and Multisystemic Family Therapy</p> <p>Readings Gehart; Chapters 9, 10, & 11</p> <p><u>Black Board Readings</u></p> <p>Feaster, D.J., Burns, M.J., Brincks, A.M., Prado, G., Mitrani, V.B., et al, (2010). Structural EcoSystems Therapy For HIV+ African American Women and Drug Abuse Relapse. <i>Family Process</i>, 49, 204-219.</p> <p>McLendon, T., McLendon, D., Petr, C.G., Kapp, S.A., Mooradian, J. (2009). Family Directed Structural Therapy in a Therapeutic Wilderness Family Camp: An Outcome Study. <i>Social Work in Mental Health</i> 7(5), 508-527.</p> <p>Radohl, T. (2011). Incorporating Family into the Formula: Family Directed Structural Therapy for Children with Serious Emotional Disturbance. <i>Child and Family Social Work</i>, 16, 127-137.</p>
Week 8	
Tuesday October 23	<p>Topic: Structural and Multisystemic Family Therapy – Role play and Group Feedback</p> <p>Readings Finish any readings from week 7 that have not been completed.</p>
Week 9	
Tuesday October 30	<p>Topic: Families with Multiple Problems; Families with Substance Abusing Members</p> <p>Readings Janzen, et al; Chapters 6, 10, 11 & 12 Gehart; Chapters 5 & 6</p>

Week 10	
Tuesday November 6	<p>Topic: Brief Strategic Family Therapy</p> <p>Readings Gehart; (review Chapter 9)</p> <p><u>On Blackboard:</u> Santisteban, D. A., et al, (2003), “The Efficacy of Brief Strategic Family Therapy® in Modifying Hispanic Adolescent Behavior Problems and Substance Use” Journal of Family Psychology Mar; 17(1):121-33.</p> <p>Kurtines, W.M., Hervis, O.E. & Szapocznik, J. (1989). Brief strategic family therapy™ (BSFT™). In J. Szapocznik & W.M. Kurtines, Breakthroughs in family therapy with drug abusing and problem youth. New York: Springer Publishing Company.</p> <p>Szapocznik, J., Rio, A., Murray, E., Cohen, R., Scopetta, M.A., Rivas-Vasquez, A., Hervis, O.E. & Posada, V. (1989). Structural family versus psychodynamic child therapy for problematic Hispanic boys. Journal of Consulting and Clinical Psychology, 57 (5), 571-578.</p> <p>Robbins, M. S., D. J. Feaster, et al. (2011). "Therapist adherence in brief strategic family therapy for adolescent drug abusers." Journal of Consulting and Clinical Psychology 79(1): 43-53.</p>
Week 11	
Tuesday November 13	<p>Topic: ** Brief Strategic Family Therapy – Role Play and Group Feedback **</p> <p>Readings Finish any readings from week 10 that have not been completed.</p>
Week 12	
Tuesday November 20	<p>Topic: Evaluation and Documentation of Clinical Practice Behavior Family Therapy</p> <p>Readings Gehart: Chapters 5, 6, 13 & 17</p> <p><u>On Blackboard:</u> Leve, L. D., & Chamberlain, P. (2007). A randomized evaluation of Multidimensional Treatment Foster Care: Effects on school attendance and homework completion in juvenile justice girls. Research on Social Work Practice, 17, 657-663.</p> <p>Martinez, C. R., Jr., & Eddy, J. M. (2005). Effects of culturally adapted parent management training on Latino youth behavioral health outcomes. Journal of Consulting and Clinical Psychology, 73, 841-851.</p>

	Powers, M. B., Vedel, E., & Emmelkamp, P. G. (2008). Behavioral couples therapy (BCT) for alcohol and drug use disorders: A meta-analysis. <i>Clinical Psychology Review</i> , 28(6), 952-962.
Week 13	
Tuesday November 27	<p>Topic: ** Behavior Family Therapy – Role Play and Group Feedback **</p> <p>Readings Finish any readings from week 12 that have not been completed.</p>
Week 14	
Tuesday December 4	<p>** Literature Review and Critique Due**</p> <p>Class Wrap-up and Evaluations</p> <p>Happy Holidays!!!</p>