

**THE UNIVERSITY OF OKLAHOMA
SCHOOL OF SOCIAL WORK
FALL 2005**

**Advanced Direct Practice with Families
SWK 5623**

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I. Course Description

This course provides an integrated learning experience in the theory and practice of social work with families. An overview of theories of family functioning and contemporary approaches to family-oriented practice provides a systemic base for understanding and utilizing the helping process, with special attention placed on the provision of concrete services and practice evaluation.

Credit hours: 3

Prerequisite: Second-year graduate standing

II. Purpose

This course builds on generalist practice courses and introduces students to the application of empirically-based theoretical frameworks that serve to guide practice principles in working with families experiencing disequilibrium. Emphasis is on learning major family centered frameworks that guide assessment, planning and evaluation for effective social work practice with families. Culturally-diverse families in various forms and populations-at-risk are highlighted.

III. Educational Outcomes

Upon successful completion of this course, students will be able to:

- A. Critically evaluate major theories and models of family dynamics, and varied approaches to value-based social work practice with families;
- B. Demonstrate a theoretically-based family assessment, which reflects sensitivity to client-System diversity, strengths, and societal stress factors;
- C. Demonstrate and describe family intervention strategies applicable to a wide range of

family types;

D. Design and develop intervention plans that identify the systematic monitoring and evaluation procedures for measuring family intervention outcomes.

IV. Integration of Specific Content Areas

The course addresses issues of age, gender, cultural diversity, socio-economic class, family types and forms, oppression, and discrimination across a number of populations-at-risk in the larger society. Students are expected to draw upon multiple sources of social work knowledge and professional values that inform family intervention practices. These factors reflect culturally-competent and ethical considerations in the selection and application of intervention strategies that lead to measurable outcomes.

V. Required Text

Janzen, C., & Harris, C. (1997). *Family treatment in social work practice* (3rd ed.). Itasca, IL: F.E. Peacock.

Recommended

McGoldrick, M., Giordano, J., & Pearce, J.K. (Eds.). (1996). *Ethnicity & family therapy* (2nd ed.). New York: Guilford Press.

Goldenberg, I., & Goldenberg, H. (2004). *Family therapy: An overview* (6th ed.). Belmont, CA: Brooks/Cole.

VI. Teaching/Learning Methods

Course methods will include lecture/discussion, experiential group exercises, student presentations, sharing of work experiences, videotapes, and reading assignments.

VII. Assignments (A – due Oct. 4 and 6; B – to be scheduled in class; C – due last day of class)

A. Journal writing: The journal should apply concepts, assessments, and interventions from course and field work. These should be linked to empirical literature that supports their application to diverse clients systems. (See attached description of this assignment)

B. Group or Individual presentations: See attached description of assignment.

C. Case report: See attached description of assignment.

D. Additional assignments: These may include a genogram and ecomap.

VIII. Evaluation Methods

A. Methods of evaluation may include, but are not limited to, written assignments, class presentations, and class participation.

The course is evaluated formally using the University of Oklahoma student evaluation of courses format. In addition, individual suggestions and comments by students will be accepted. Faculty peer evaluation may be employed at the discretion of the instructor.

B. Make up policy: Students are expected to discuss potentially late assignments with the instructor. Points may be deducted for late assignments at the discretion of the instructor.

C. Attendance policy: Because of the importance of class discussion and experiential learning activities, time missed from class will have an impact on the learning experience and class participation grade. Students missing more than 3 classes will need to either drop the class or take an incomplete, if deemed appropriate by the instructor. It is expected that all assigned readings will be read prior to class in order to participate in class discussions.

D. Grading

Journal	30%
Group presentation	20%
Case Report	30%
Class participation/additional assignments	20%

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = below 60

E. Statement of Reasonable Accommodation: Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact the instructor personally, as soon as possible, to discuss accommodations necessary to ensure full participation and facilitate educational opportunities.

IX. Course Outline

UNIT I INTRODUCTION TO FAMILY-CENTERED PRACTICE

History, ethics and values, underlying assumptions.

Definition of family and description of family configurations and types, including ethnicity, composition, and sexual orientation, etc.

Family life cycle and development.

Required Readings:

Janzen & Harris book

Chapter 1 AIntroduction to Family Treatment@

Chapter 2 ASystems and Theoretical Approaches to Family Treatment@

Chapter 4 AImpact of Family Life Cycle and Family Development@

UNIT II GETTING STARTED

Establishing relationships, engagement, beginning procedures, defining/reframing the problem(s).

Assessments, including the use of genograms and ecomaps.

Goal setting and contracting.

Required Readings:

Janzen & Harris book

Chapter 5 ABeginning Treatment@

Chapter 3 AStrategies and Goals@

UNIT III DIFFERENTIAL USE OF THEORETICAL APPROACHES AND INTERVENTIONS

Ecological, intergenerational, structural, cognitive-behavioral, and brief treatment approaches to working with families.

The relevance of these theoretical approaches to low income, single parent, minority, elderly, and gay and lesbian family members.

Required Readings:

Janzen & Harris book

Chapter 6	A Single Parent Families@
Chapter 7	ACultural Diversity@
Chapter 8	AThe Elderly@
Chapter 9	AGay and Lesbian Families@
Chapter 10	ALow Income Families@

UNIT IV SPECIAL FAMILY PROBLEMS AND THEIR CULTURALLY SPECIFIC MANIFESTATIONS

Violence in the family, including physical, sexual, and emotional abuse and neglect of children; spouse and elderly abuse; etc.

Substance abuse in the family.

Death, divorce, separation; one parent and reconstituted families.

Severe physical or mental illness.

Chronically and terminally ill family members.

Required Readings:

Janzen and Harris book

Chapter 11	AMental Illness@
Chapter 12	AChronically and Terminally Ill@
Chapter 13	AChild Abuse and Family Violence@
Chapter 14	ASubstance Abuse@
Chapter 15	AFamily Dissolution@
Chapter 16	AREconstituted Families@

X. 3 Assignments:

JOURNAL WRITING

The journal consists of your ongoing reactions to readings, class discussion and professional experiences (both past and present). The purpose of the journal is to help you integrate theory and knowledge of family systems by encouraging you to articulate the connections between theories and research with field work practice experiences.

Guidelines

Journal entries are to include the following:

1. Critical analysis of assigned readings. Do not summarize the readings; instead discuss your intellectual and emotional reactions to what you have read.

2. Critical reaction to class lectures, discussions, presentations, and video-tapes. Do not summarize; instead react to and discuss those issues that particularly interest or excite you or with which you may have some disagreement.

3. Implications you draw from readings, class discussion, presentations, and video-tapes for social work practice. Discuss what contributions these have made to your professional experience in practice.

4. Examples from your field placement. Examples should illustrate how the readings or class material increases your understanding of a particular practice situation and/or connects to a life experience or raises further questions for you.

5. Tie into your discussion particular theoretical frameworks that are applicable to your analysis and discourse.

6. In addition, your journal may include some of the following:

§ Connections you make between the readings and content of this class and others.

§ Reactions, thoughts and feelings about what is happening with your field work cases, in relation to class discussion and readings.

§ Discussion of journal, newspaper, and magazine articles that are relevant to course work and practice interventions.

§ Respond to the perspectives and comments of other students in the class.

§ Be creative by including genograms, ecomaps, or other illustrations to add depth and meaning to your entries.

7. Typical entries might be addressed from the following questions:

§ Why do you agree/disagree with the readings or class material/presentations?

§ How do viewpoints expressed in class compare with your professional experiences?

§ How can concepts be applied to your field interventions and in future practice?

8. Journal writings are to be typed. Leave sufficient margins for comments and queries. The number of pages is your option. Quality, not quantity, is desirable. Include bibliographic citations in a reference list at the end of the journal.

GROUP PROJECTS/PRESENTATIONS

Purpose

To demonstrate to the class the application of family systems concepts to social work practice.

Content

1. Presentation of key issues, theories, research, etc., relevant to the topic.

2. The focus will be on the major problem(s) presented (and those emerging in sessions); an assessment of how the problem(s) is impacting family members and how they are responding; goals to pursue; and the recommended intervention approach to be conducted. Include supportive structures and resources that are available. Recommended treatment approaches could be: family therapy with the whole family or particular subsystems, external system support involvement, concrete services needed, etc.

3. The presentation may include role plays, diagrams, etc., illustrating relevant points. You can be creative with this project, for example: a discussion of the client system's problems, assessment, goals and treatment plan in a staff meeting; in an educational forum; or as a simulation of an actual interview with a family/particular family members, etc.

4. It will be your responsibility to involve the class in a discussion of the material presented.

Method

1. Provide the class with an outline of the presentation and a bibliography of the topic.

2. Each group will select one of the listed topics (or another agreed-upon topic). It is

suggested that the group divide its responsibilities, i.e., investigating and presenting particular information of the topic to the class.

- a. Working with families of gays and lesbians.
- b. Working with families with a physically or learning disabled member.
- c. Working with families with a mentally ill member.
- d. Working with families with an alcoholic or drug abusing member.
- e. Working with families affected by domestic violence
- f. Working with families in which the identified patient is an adolescent/child.
- g. Working with single-parent families.
- h. Working with step and other reconstituted families (adoption, foster care).
- i. Working with divorced families/child custody issues.
- j. Working with oppressed, discriminated-against families.
- k. Working with families on welfare.
- l. Working with families with elderly parents and adult children.
- m. Working with minorities in treatment.
- n. Other.

3. Submit the group paper, itemizing and detailing each member's presentations in sequence. Include a cover page (title of presentation; names of presenters and specific topics/sub-topics; research found on the topic; and Reference List). Please refer to the last paragraph in the Case Report section.

CASE REPORT

The case report will comprise a synopsis and critical analysis of a family. You have a choice of selecting a family that has been assigned in your field placement or a family that you know personally. Please respect anonymity and confidentiality. Change names and any other identifying characteristics.

For this assignment, describe presenting and emerging problems; goals and objectives; a theoretical framework(s) that guides your assessment and intervention; a needs assessment; intervention strategies conducted; and services provided. Progress (or lack thereof) made by family members should be included (and how this was determined), as well as the different levels of systems that were involved or that were referred to for additional services, rehabilitation, and support. A critique of intervention effectiveness and limitations should be summarized, indicating an assessment of how additional improvements and benefits of treatment could have been obtained. Pertinent research findings on the presenting problem and related topics should be included.

An APA-style Reference List should be included, with recent citations (within the last 8 years), unless the references are known to be pioneering efforts. Make sure that every reference cited in the Reference List is also included in the text of the paper where it was taken from. Direct quotations in the text should be enclosed in quotations marks and also contain page

numbers. Use headings and sub-headings to separate topics. Proof-read your papers for spelling and grammatical errors. A minimum of 8 pages is required for this assignment.