

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

Course Number:	SW 393R3	Instructor:	M. Peterson Armour, Ph.D.
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Semester:	Fall 2001	Phone:	471 3197
Meeting Time:	a) 8:30-10:00 b) 11:30- 2:30	Office Room:	3.122C
Meeting Place:	a) 2.112 b) 2.118	Office Hours:	Monday: 11:30-1:00 Tuesday: 9:30-11:00

THEORIES AND METHODS OF FAMILY INTERVENTION

1. COURSE DESCRIPTION

This course is designed as a seminar to provide students with a basic understanding in 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.

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 families live.
2. Demonstrate understanding of similarities and differences among theories and their theoretical perspectives, value bases, and gender critiques.
3. Integrate and demonstrate application of procedures, techniques, and methods of different family intervention models.
4. Understand and integrate research information of effectiveness of empirically based practice for different interventions on problems frequently seen in practice such as: chemical dependency, child maltreatment, and severe mental disorders.
5. Demonstrate skill in applying knowledge concerning multi-level policies and their impact on interventions with families of diverse culture, socioeconomic background, race, sexual orientation, and ability.

III. TEACHING METHODS AND CLASS ORGANIZATION

This class provides opportunities for both theory and skill development. Family practice models will be presented through a combination of lectures, videos, small group exercises, demonstrations of the practice interventions, and class discussions. Each student is expected to contribute from his or her life experiences, readings, classroom and field experiences.

IV. REQUIRED TEXTS

Nichols, M. & Schwartz, R.C. (2002). Essentials of Family Therapy. Boston: Allyn & Bacon. Format: Paper, 432 pp ISBN: 0-205-31683-2 \$49.00

Lawson, D.M. & F.F. Prevatt. (1999). Casebook in Family Therapy. Belmont, CA: Brooks/Cole ISBN 0-534-34415-1 \$37.00

Readings are available in the LRC. They are listed under “Armour” by title of the article. Readings are also available on electronic reserves. To access the readings by week, go to <http://www.utexas.edu/>. Click Libraries, click Library Services-Reserves, click Electronic Reserve, click Marilyn Armour on the drop-down menu under Instructor. The password for the class will be given at the first class. Check the Electronic Reserves frequently for important information about the class.

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. The following course requirements will be completed during the semester, with points given for each course requirement. Grading will be based on total points accrued by the end of the semester. All papers should be typed and double-spaced and follow the APA format.

1. Family of Origin Paper (15-20 pages):

- 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 at that point in time using the techniques outlined in the McGoldrick text. The genogram should reflect in its notation the issues or dominant pattern(s) discussed in the interview which is described below.
- b) Choose an issue from this nodal point in time as a “presenting problem” and conduct an hour-long Bowen-type interview on paper with yourself as an adult. The interview will resemble a script from a play: For example,

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?*

The interview should reflect a collaborative effort between you and yourself (as the therapist) to analyze your family using Bowen concepts. The interview should include therapy assignments based on 1) the dynamics of your family system, 2) the need for additional information, and 3) taking “I” positions to facilitate differentiation of self in your family of origin.

- c) Detail the impact of this assignment on your self awareness. What did you learn about yourself from the interview, i.e. what are the areas you need to monitor so that your early family experience does 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!*

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 the last 4 digits of your social security number instead of your name on the face sheet of the paper. Also, please give yourself a pseudonym on your genogram and in the interview.

50 points maximum

2. Role Play and Family Therapy Model Paper (20 pages):

Each student will choose a family therapy model and conduct an interview with a role play family during class. The student is expected to “try out” the concepts associated with the particular model of intervention. The student will write a paper about the experience that addresses the following topics:

- a) Description and analysis of the family relative to 1) life cycle stage, 2) family beliefs, organization, and communication, 3) social context, i.e. race/ethnicity, class, and gender, and 4) problem/stressor.
- b) Application of the family therapy model relative to 1) tenets and constructs of the model and 2) assessment of the family relative to the

problem and 3) interventions made during the session. Include the rationale for using each intervention and assess its impact on the family or family member with supporting documentation.

- c) The therapist's experience relative to 1) the impact of the family and family members on the therapist during the interview, and 2) the delineation of similarities between the therapist's family and the role play family as well as significant differences.
- d) Assessment of the model relative to 1) research and empirical support for the clinical effectiveness of this model and 2) use of this model with specific populations.
- e) Include citations to relevant literature in this assignment. Include a bibliography of sources used for this assignment (role-play and family therapy model paper).
The paper should adhere to APA style. Sections (a) and (b) and (d) should be written in the third person.

This paper is due the week after the role-play.

150 points maximum

3. **In-class final exam.**

Students will be given three hypothetical family vignettes a week before the final exam. Two family models (A & B) will be assigned to each vignette (total of 6 models). Students will be asked to analyze each vignette and describe possible interventions based on the concepts associated with models A & B. The instructor will choose one of the vignettes for the final exam.

Example: Analyze this vignette using a Solution focused model and an Existential model. Include possible interventions from each model in your description.

100 points maximum

VI. COURSE GRADING CRITERIA

Family of Origin Paper	50 points
Role play & Family Therapy Paper	150 points
<u>Final Examination</u>	<u>100 points</u>
TOTAL	300 points

GRADING SCALE

A total of 300 points may be earned for the above assignments. Grades will be assigned as follows.

300-270 points	=	A
269-240 points	=	B
239-210 points	=	C
209-180 points	=	D
179 and below	=	F

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

IMPORTANT DATES

Class A: Mondays 8:30-11:30
First Class: September 10th
Family of Origin Paper Due: October 1
Final Exam: To be arranged

Class B: Tuesdays 11-30-2:30
First Class: September 4th
Family of Origin Paper Due: September 25
NO CLASS: October 23rd
Final Exam: To be arranged

VI. CLASS POLICIES

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. Roll 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 3 points for each day that an assignment is late. If the due date is a problem, then the student must see the professor and negotiate another due date at least 24 hours PRIOR to the regularly scheduled date.
2. Students who fail to attend class on a regular basis (missing more than one class without a valid excuse, e.g. medical documentation) may receive one course grade lower than their final grade when points are totaled. Students who are one or two points below the cut-off for a letter grade may receive the higher grade at the end of the semester based on attendance/participation.
3. 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 Dean of Student's Office.
4. 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.
5. In compliance with the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act, the instructor will make herself available to discuss appropriate academic accommodations with students with a disability. Students with disabilities who need special accommodations should notify the instructor, prior to the end of the first week of class, by presenting a letter prepared by the Services for Students with Disabilities (SSD) Office. 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.
6. At times, the instructor may ask students for a copy of their papers to use as a sample paper for students in future classes. If asked, students have the right to decline without fear of reprisal. They will be asked to sign a form indicating that they have freely given the instructor permission to use their paper as a sample.
7. This class may use Electronic Reserves, Blackboard, and Eudora for exchanging e-mail, engaging in class discussions and chats and exchanging files. Also, the instructor may send e-mail to members of the class (as a group) about assignments or to answer questions. If a web site is used, your name will appear on an electronic class roster. If e-mail is sent to you and other class members, other class members will know your name and e-mail address.

Please fill in the following information and return it to the instructor.

Name: _____

Telephone: _____ (Only known to instructor)

E-mail Address: _____ (May be known to other class Members)

- The instructor has my permission to use my e-mail address when sending out information to students beside myself.
- The instructor does not have my permission to use my e-mail address when sending out information to students beside myself.

1. What is your clinical experience with families (parents and children)

2. What do you hope to gain from this class?

3. What is your main concern about working with families?

4. What can the instructor do to help you achieve your goals?

5. What can you do to help yourself achieve your goals?

Course Schedule

Date	Description	Text/Readings
(a) Sept 10 (b) Sept 4	Overview & Introduction Class Organization Family Assessment	Franklin & Jordan: "Rapid Assessment in Family Practice" McGoldrick: "History , Genogram, & the Family Life Cycle" Falicov: "The Latino Family Life Cycle" Johnson & Colucci: "Lesbians, Gay Men & the Family Life Cycle" Lerner: "Interactions Between the Therapist's and Client's Life Cycle Stages"
a) Sept 17 b) Sept 11 a) Sept 24 b) Sept 18	Intergenerational Theory Lecture: Bowen Family Systems Theory Video Role Play: Young Adult & Differentiation Theory Integration Group	Required: Nichols & Schwartz: pp. 76-97 Falicov: "The Cultural Meaning of Family Triangles" McGoldrick & Carter: "Advances in Coaching" Hines et al: "Intergenerational Relationships Across Cultures"
a) Oct 1 b) Sept 25 a) Oct 8 b) Oct 2	Strategic & Solution-Focused Therapy: Lecture Video Family of Origin Papers Due Role Play: Coupling Theory Integration Group Bowen Papers Due	Required: Nichols & Schwartz: pp. 97-120, 221-234 Lawson & Prevatt: pp. 210-259 Haley: "Strategies of Psychotherapy", pp. 41-65, 188-191 Berg: "Working with Asian American Clients" Rossiter: "The Professional is Political"
a) Oct 15 b) Oct 9 a) Oct 22 b) Oct 16	Structural Family Therapy Lecture Video Strategic/ Solution Focused Papers Due Role Play: Young children Theory Integration Group	Required: Nichols & Schwartz: pp. 120-139 Lawson & Prevatt: pp. 111-146 Minuchin: "The Framework" pp.11-31 Minuchin: "Therapeutic Implications of a Structural Approach" Walters: "Single Parent, Female Headed Households" Goldner: "Gender & Generation"

<p>a) Oct 29 b) Oct 30</p>	<p>Psychoeducational/ Family Preservation Lecture</p> <p>Video Structural Papers Due</p>	<p>Required: Simon et al: "The Family & Schizophrenia" Weinstein et al: "Caring for the Severely Asthmatic Child and Family" Boyd-Franklin: "A Framework for Home-Based Family Treatment", pp. 37-58 Boyd-Franklin: "A Multisystems Case Example", 163-181. Henggeler et al: "Clinical Foundations of MST" Henggeler et al: "Multisystemic Therapy"</p>
<p>a) Nov 5 b) Nov 6</p>	<p>Existential Family Therapy: Lecture</p> <p>Video</p>	<p>Required: Nichols & Schwartz: pp. 139-157 Lawson & Prevatt: pp. 169-188 Roberto: "Symbolic Experiential Family Therapy" Andreas: "The True Genius of Virginia Satir" Luepnitz: "The Limitations of Humanism I"</p>
<p>a) Nov 12 b) Nov 13</p>	<p>Role Play: Adolescence Theory Integration Group</p>	
<p>a) Nov 19 b) Nov 20</p>	<p>Narrative Family Therapy: Lecture</p> <p>Video Existential Papers Due</p>	<p>Required: Nichols & Schwartz: pp. 234-248 Lawson & Prevatt: pp. 257-310 Weingarten: "A Narrative Approach to Understanding the Illness of a Mother & Daughter" Waldegrave: "Just Therapy" Minuchin: "Where is the Family in Narrative Therapy?" Anderson: "Collaborative Language Systems: Toward a Postmodern Therapy"</p>
<p>a) Dec 3 b) Dec 4</p>	<p>Final Exam</p> <p>Narrative Papers Due a) Dec 7 b) Dec 7</p>	

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.

BIBLIOGRAPHY

Students should read and become familiar with the literature associated with the Family Therapy Model of choice. Some of the materials will be on reserve in the LRC. Other materials can be found at the Perry-Casteñada Library.

Bowen Family Systems Model

Carter, E.A. & McGoldrick, M. O. (1976). Family therapy with one person and the family therapist's own family. In P. J. Guerin (Ed.), *Family Therapy: Theory and Practice*. New York: Gardner Press.

Larson, R.W. & Gilman, S. (1999). Transmission of emotions in the daily interactions of single-mother families. *Journal of Marriage and the Family* 61: 21-37

Brown, J. (1999). Bowen Family Systems Theory and Practice: Illustration and Critique. *The Australian and New Zealand Journal of Family Therapy* 20(2): 94-103.

McGill, D. W. (1992). The Cultural Story in Multicultural Family Therapy. *Families in Society* 73(6):339-349.

Bowen, M. (1990). *Bowen family systems theory*. Boston, Mass.

Lerner, H. G. (1993). *The dance of deception : pretending and truth-telling in women's lives*. New York

Strategic/ Solution-Focused Therapy

Haley, J. (1973). Strategic Therapy. In J. Haley, *Uncommon Therapy: The Psychiatric Techniques of Milton Erickson* (pp. 17-40). New York: W.W. Norton

Haley, J. (1963). *Strategies of Psychotherapy*. New York: Grune & Stratton.

De Shazer, S. (1984). The Death of Resistance. *Family Process*, 23: 11-21.

De Shazer, S. & Berg, I.K. (1997). 'What Works?' Remarks on Research Aspects of Solution-Focused Brief Therapy. *Journal of Family Therapy* 19(2):121-124..

O'Hanlon, W. H. (1999). *Evolving Possibilities: Selected Papers of Bill O'Hanlon*. / Philadelphia, PA

O'Hanlon, W.H. (1999). *Solution-oriented Therapy for Chronic and Severe Mental Illness*. New York

O'Hanlon, W. H. (1989). *In Search of Solutions : A New Direction in Psychotherapy*. New York

O'Hanlon, W. H. (1987). *Taproots : Underlying Principles of Milton Erickson's Therapy and Hypnosis*. New York .

O'Hanlon, W. H. (1993). *A Brief Guide to Brief Therapy*. New York

O'Hanlon, W. H. (1998). *Even From a Broken Web : Brief, Respectful Solution-Oriented Therapy for Sexual Abuse and Trauma*. New York.

Berg, I. K. (1994). *Family Based Services : A Solution-Focused Approach*. New York : W.W. Norton

Berg, I. K. , & Miller, S. D. (1992). *Working with the problem drinker: A solution focused approach*, New York: W.W. Norton

DeShazer, S. (1988). *Clues: Investigating solutions in brief therapy*. New York: Norton

DeShazer, S. (1985). *Keys to Solutions in Brief Therapy*. New York: Norton

Dielman, M. B. & Franklin, C, (1998). *Brief Solution-Focused Therapy with Parents and Adolescents with ADHD* *Social Work in Education* 20(4) 261-268.

Berg, I. K. (2001). *Tales of Solutions : A Collection of Hope-Inspiring Stories*. New York.

Structural Family Therapy

Minuchin,S. (1974). *Families and Family Therapy*. Cambridge: Harvard University Press.

Minuchin. S. (1967). *Families of the Slums; An Exploration of Their Structure and Treatment* . New York,:Basic Books.

Minuchin, P., Colapinto, J. & Minuchin, S. (1998). *Working with families of the poor* New York: Guilford Press.

Minuchin, S. & Fishman, H.C. (1981). *Family Therapy Techniques*. Cambridge, MA: Harvard University Press.

Minuchin, S., Rosman, B.I., & Baker, I., (1978). *Psychosomatic Families: Anorexia Nervosa in Context*. Cambridge, MA: Harvard University Press.

Szapocznik, J., Rio, A., Murray,E., Cogen,R., Scopetta, M., Rivas-Vazquez, A., Hervis, O., Posada, V., and Kurtines,W. (1989). *Structural Family Versus Psychodynamic Child Therapy for Problematic Hispanic Boys*. *Journal of Consulting and Clinical Psychology* 57: 571-578.

Abelsohn, D. & Saayman, G.S. (1991). Adolescent Adjustment to Parental Divorce: An Investigation from the Perspective of Basic Dimensions of Structural Family Therapy Theory. *Family Process* 30(2):177-191

Psychoeducational/ Family Preservation

Anderson, Carol M., (1986). *Schizophrenia and the Family : A Practitioner's Guide to Psychoeducation and Management*. New York: Guilford .

Henggeler, S.W., Melton, G.B., Brondino, M.J., Scherer, D.G., & Hanley, J.H. (1997). Multisystemic therapy with violent and chronic juvenile offenders and their families: The role of treatment fidelity in successful dissemination. *Journal of Consulting and Clinical Psychology* 65: 821-833.

Henggeler, S.W., Schoenwald, S. K. & Pickrel, S.G. (1995). Multisystemic therapy: Bridging the gap between university –and community-based treatment. *Journal of Consulting and Clinical Psychology* 63: 709-717.

Cunningham, P. B. & Henggeler, S. W. (1999). Engaging Multiproblem Families in Treatment: Lessons Learned throughout the Development of Multisystemic Therapy. *Family Process* 38(3): 265-286.

O'Reilly, D. & Dillenburger, K. (2000). The Development of a High-Intensity Parent Training Program for the Treatment of Moderate to Severe Child Conduct Problems *Research on Social Work Practice* 10(6): 759-786.

Faria, G. (1994). Training for family preservation practice with lesbian families. *Families in Society*: 416-422.

Existential Family Therapy

Simon, R. (1989). Reaching out to life: An interview with Virginia Satir. *The Family Therapy Networker* 13(1): 36-43.

Whitaker, C.A. & Keith, D.V. (1981). Symbolic-experiential family therapy. In. A. Gurman & D.P. Kniskern (Eds.) *Handbook of Family Therapy*. New York: Brunner/Mazel.

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Satir, V. (1983). *Conjoint Family Therapy*. (3rd ed.) . Palo Alto: Science and Behavior Books.

Satir, V. (1972). *Peoplemaking*. Palo Alto: Science and Behavior Books.

Napier, A.Y. & Whitaker, C. (1978). *The Family Crucible*. New York: Harper & Row.

Whitaker, C.A. & Keith, D.V. (1981). *Dancing with the Family: A Symbolic Experiential Approach*. New York: Brunner Mazel.

Papp, P. (1976). *Family Choreography*. In P. J. Guerin (Ed.), *Family Therapy: Theory & Practice*. New York: Gardner Press.

Narrative Family Therapy

Weingarten, K. (1998). *The Small and the Ordinary: The Daily Practice of a Postmodern Narrative Therapy*. *Family Process* 37 (1):3-15

Weingarten, K. (1991). *The discourses of intimacy: Adding a social constructionist and feminist view*. *Family Process* 30: 285-305.

Luepnitz, D. (1992). *Nothing in common but their first names: The case of Foucault and White*. *Journal of Family Therapy*, 14: 281-284.

Dickerson, V.C. & Zimmerman, J. (1992). *Families with Adolescents: Escaping Problem Lifestyles*. *Family Process* 31: 341-353.

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White, M. (1995). *Re-authoring Lives: Interviews and Essays*. Adelaide, Australia: Dulwich Centre Publications.

White, M. & Epston, D. (1990). *If Problems Talked: Adventures in Narrative History*. New York: Guilford Press.

Roth, S.A. and Epston, D. (1996). *Developing externalizing conversations: An introductory Exercise*. *Journal of Systemic Therapies*. 15: 5-12.

Anderson, H. (1997). *Conversation, Language, and Possibilities*. New York: Basic Books.

Larner, G. (1996). *Narrative child family therapy*. *Family Process* 35: 423-440.

Zamarripa, M. (1997). *A social constructionist approach for working with ethnic minority gay men and lesbians*. *Family Therapy* 24(3): 167-176.