

SW 390 R15
THEORIES AND METHODS OF FAMILY INTERVENTION
FALL 1993

UNIQUE #: 55245
MONDAYS 5:30 - 8:30 P.M.
SWB 2.106

INSTRUCTOR

Cynthia Franklin, Ph.D., CSW-ACP-PR

Office Hours: T & TH 12:00 - 1:00 p.m. or by appointment

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THEORIES AND METHODS OF FAMILY INTERVENTION

Course Introduction

This course is designed as a seminar for student's in the Child/Family specialization or for students desiring 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 (e.g., family preservation and psychoeducation) with a focus on intervention skills and techniques.

Course Objectives

By the end of the semester the student should be able to:

1. Compare various approaches to working with the family as a system, including understanding the impact of the ecological and social environments in which families live.
2. Enhance cognitive understanding of similarities and differences in theories and methods of several family interventions.
3. Integrate procedures and techniques of each family intervention model into the students own style of intervention.
4. Understand and integrate research information on effectiveness of different family interventions on problems frequently seen in practice such as chemical dependency, child maltreatment, and severe mental disorders such as schizophrenia.
5. Increase awareness of and sensitivity to families of different cultures, backgrounds, races, and lifestyles, including understanding adaptations in family intervention methods needed for use with culturally diverse families.
6. Become familiar with family assessment models and procedures including risk assessment and standardized assessment instruments.
7. Identify, operationalize, and develop priorities to address specific family problems.
8. Increase understanding of the importance of empirically-based practice.

Required Texts:

Brock, G. W., & Barnard, C. P. (1992). Procedures in marriage and family therapy (2nd ed.). Boston, MA: Allyn & Bacon.
Goldenberg, I., & Goldenberg, H. (1991). Family therapy: An overview (3rd ed.). Pacific Grove, CA: Brooks/Cole.
L'Abate, L., & Bagarozzi, D. A. (1993). Sourcebook of marriage and family evaluation. New York: Brunner/Mazel.
Whittaker, J. K., Kinney, J., Tracy, E. M., Booth, C. (Eds.). (1990). Reaching high risk families: Intensive family preservation in human services. New York: Aldine de Gruyter.

Recommended Texts:

Combrinck-Graham, L. (1989). Children in family contexts: Perspectives on treatment. New York: Guilford.
Falicov, C. J. (1988). Family Transitions. New York: Guilford.

Supplemental Readings on Ethnic-Minority Families (on reserve in Learning Resource Ctr.)

Aguilar, M., DiNitto, D. M., Franklin, C. & Lopez-Pilkington, B. (1991). Mexican-American families: A psychoeducational approach to chemical dependency and codependency treatment. Child & Adolescent Social Work Journal, 8(4), 309-326.
Attneave, C. (1982) American Indians and Alaskan Native families: Emigrants in their own homeland. In M. McGoldrick, J. K. Pearce, & J. Giordano, (Eds.), Ethnicity & family therapy (pp. 55-83). New York: Guilford Press.
Freeman, E. M. (1990). The Black family's lifecycle: Operationalizing a strengths perspective. In S. M. Logan, E. M. Freeman, & R. G. McRoy (Eds.), Social work practice with black families (pp. 55-72). New York: Longman.
Freeman, E. M., (1990). Theoretical perspectives for practice with black families. In S. M. Logan, E. M. Freeman, & R. G. McRoy, Social work practice with black families (pp. 38-52). New York: Longman Inc.
Falicov, C. J. (1982). Mexican families. In M. McGoldrick, J. K. Pearce, & J. Giordano, (Eds.), Ethnicity & family therapy (pp. 134-163). New York: Guilford Press.
Ho, K. (1987). Family therapy with ethnic minorities. Newbury Park, CA: Sage.

Janzen, C., & Harris, O. (1986). Family treatment with Black families. In Family treatment in Social Work Practice (pp. 206-223). Itasca IL: Peacock.

LaFromboise, T. D., & Low, K. G. (1989). American Indian children and adolescents. In J. T. Gibbs, L. N. Huang and Associates (Eds.), Children of color, (pp. 114-147). San Francisco: Jossey-Bass.

Linblad-Goldberg, M. (1989). Successful minority single parent families. In L. Combrinck-Graham, Children in family contexts. New York: Guilford.

McRoy, R. G. (1990). A historical overview of black families. In S. M. Logan, E. M., Freeman, & R. G. McRoy (Eds.), Social work practice with black families (pp. 3-17). New York: Longman.

Ramirez, O., (1989). Mexican-American children and adolescents. In J. T. Gibbs, L. N. Huang and Associates (Eds.), Children of color (pp. 224-250). San Francisco: Jossey-Bass.

Segal, L. Brief family therapy. In A. M. Horne & J. L. Passmore, Family counseling and therapy (2nd ed.) pp. 179-206.

Spiegel, J. (1982) An ecological model of ethnic families. In M. McGoldrick, J. K. Pearce, & J. Giordano, (Eds.), Ethnicity & family therapy (pp. 134-163). New York: Guilford.

Sue, S. (1988). Psychotherapeutic services for ethnic minorities. American Psychologist, 43(4), 301-307.

Sue, S., & Zane, N. (1987). The role of culture and cultural techniques in psychotherapy. American Psychologist, 42(1), 37-45.

Webb-Watson, L. (1989). Ethnicity: An epistemology of child rearing. In L. Combrinck-Graham, Children in family contexts. New York: Guilford.

Course Requirements and Grading

The grade for the course will be based on the student’s ability to demonstrate knowledge and skills in family assessment and intervention techniques. Class attendance, participation, and promptness in completing assignments will be included in the grade. 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.

The Final Course Grade will be calculated as follows:

Group Demonstration of Intervention
 Literature Review of Intervention
 Skills Building Project

25%
 35%
 40%



Grading System:

90 - 100 = A
 80 - 89 = B
 70 - 79 = C
 60 - 69 = D
 Below 60 = F

Skills Building Project: Select one Options

1. Conduct and write-up a family assessment with accompanying intervention plan (approximately 8 - 10 pages) based on one of your cases or a volunteer family. Students will be expected to formulate a multi-dimensional assessment of the family situation incorporating knowledge and skills gained from assigned readings and class lectures. The assessment should include copies of scored standardized assessment instruments as well as other assessment techniques. Submit also an audio or videotape of the assessment interview for extra credit.
2. Lead a skills training program for parents or families for at least 6 one and half to two hour sessions. Students may lead an Adlerian based program such as Systematic Training for Effective Parenting (STEP) or Training in Marital Enrichment (TIME) or a psychoeducational or behavioral skills training like is used with preservation and major mental disorders.. Students may also lead a parent training program based on cognitive behavioral theories such as WINNING or Gottman's communication training program. Students will master the content in these therapeutic programs and recruit at least three participants who will attend the program. Summaries of the program sessions including the time, participants and review of the content and interaction of the program will be submitted to the instructor. Approximately 8-10 pages, Double-spaced, typed text. Two students may team up and do this assignment together.
3. Conduct and write-up a family risk assessment. Review five risk assessment instruments including an analysis of their content, development, validity, reliability, administration and clinical utility. Obtain and administer one of these measures with a volunteer family and write up the results in a report form. Include a relevant social history with the risk assessment analysis and make appropriate recommendations for family interventions. Approximately 10-12 pages.
4. Develop a set of intervention techniques for working with ethnic-minority families. Choose a ethnic-minority family group such as Mexican-American, Afro-American or Native American and develop an in-depth understanding of how to work with this cultural group. Include a culturally relevant developmental outline and a description of the basic characteristics of

these families. Also include several techniques that may be used to gain rapport and to facilitate change in these families around child/adolescent presenting problems. Your understanding must expand beyond the stereotyped reviews of these individuals found in the sociological literature (although you should become familiar with such typologies of characteristics) and expand to the real world of working with these clients. You need to talk with at least one service provider who works with this population and try to arrange to make behavioral observations of the group both in therapy sessions and in the community. You must submit a written paper with your developmental outline and techniques, approximately, 10-12 pages, Double-spaced, and typed. The paper must include references for where you gained this information (include both scholarly and community based references) and documentation that you did contact at least one service provider who works with these families.

5. Analyze a intervention transcript from a client in your practice or an observation from another social worker's practice. This must be a current and on-going client from field or another practice setting. Include a brief family history and presenting problem with the transcript. The intervention transcript should include word for word, actual dialogue from a session and reflect both what the family is saying and doing and what the social worker is saying and doing. However, this does not have to be a clinical case. Analyze and summarize the family dynamics going on in the session and the family intervention strategies. Case analysis should make use of structural and psycho-dynamic theories and should demonstrate that the student has a good understanding of the theory and techniques from these two approaches. A genogram structural diagram or standardized measures may be included. Analysis section should be 8-10 pages, Double-spaced, and typed. This does not include the brief history and transcript which should be handed in additionally but may be single spaced.

6. You may create your own skills building assignment with approval of the instructor. The assignment however, must be as equally challenging as the ones listed here and must be pre-approved by the instructor.

Group Demonstration of Techniques from Treatment Approach

The class will divide into groups for preparation and presentation of experiential techniques from a treatment approach. The treatments to be selected from are: 1) Brief Systemic Models: MRI & Solution Focused, 2) Behavioral/Functional, 3) Psycho- Educational, 4) Structural, 5) Strategic/Milan, 6) Psychodynamic/family of origin approaches, and 7) Family Preservation,. Students will be assigned to groups. Each group will be responsible for demonstrating the treatment techniques for their approach to the class. The group's purpose is to model the specific intervention techniques. 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 or demonstrating the techniques is encouraged..

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 it's work on developing the presentation, at least one planning session must be held with the instructor. The group is responsible for scheduling this meeting. I suggest the group meet with me early in the development process, rather than late.

I will assume, that all members of each group are sharing the burden of the work equitably. If this is not the case, please notify me. All group members will be assigned the same grade for their presentation and so it should reflect equal responsibility on all members parts.

Literature Review on Intervention

Each skills group will be expected to develop a 20 - 25 page literature review on the approach in which they are modeling the techniques. The literature review should concentrate on three main areas: 1) Theoretical basis of the model, 2) Assessment procedures and treatment techniques used in the model and, 3) Research and empirical support for the model. A suggested outline for the literature review is given below.

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|--|-------------|
| I. Theoretical basis of the model | 4 - 6 pages |
| a) Theory | |
| b) Key Constructs | |
| c) Major Assumptions | |
| II. Procedures and techniques used in the model | 6 - 8 pages |
| a) Operationalize and specify assessment methods | |
| b) Operationalize and specify behavior change procedures | |
| c) Operationalize and specify techniques utilized | |
| III. Research and Empirical support for the model | 6 - 8 pages |
| a) Research supporting theory and constructs of model. | |

- Be specific and quote studies
- b) Research supporting clinical effectiveness of the model. What research is available to support the efficacy of the model with families? What specific populations is the model most effective with? When should the model be applied to be most effective? Be specific, review and summarize studies of research effectiveness

Considerations in writing your literature review

1. The literature review is to be a formal professional paper.
2. Write in the third person, avoid using I or we.
3. Rewrite a few times before considering your paper finished.
4. Proofread an correct final copy. Typos, grammar, etc., will be considered.
5. Adhere to APA Style.

ALL PAPERS SHOULD BE TYPED, DOUBLE SPACED AND FOLLOWING THE APA (3RD ED.) FORMAT.

Course Outline

| DATE | TOPIC/READING ASSIGNMENTS |
|--------------|---|
| August 30 | COURSE OVERVIEW AND INTRODUCTION Required Reading: Course Syllabus |
| September 6 | Have a nice Labor Day! |
| September 13 | THE NEW EPISTEMOLOGY. HISTORY AND ANTECEDENTS OF FAMILY THERAPY MODELS Required Readings: Goldenberg & Goldenberg, ch. 1, 2, 3, 4 & 13 Recommended Readings: Ho, ch. 1 BRIEF SYSTEMIC FAMILY MODELS: MRI and SOLUTION FOCUSED Required Readings: Segal, L. Brief family therapy. In A. M. Horne & J. L. Passmore, <u>Family counseling and therapy</u> (2nd ed.) pp. 179-206. |
| September 20 | BRIEF SYSTEMIC FAMILY MODELS: MRI and SOLUTION FOCUSED Required Readings: O'Hanlon, W. H., & Weiner-Davis, M. (1989). The evolution of psychotherapy: From explanations and problems to solutions (ch 1). <u>In search of solutions</u> (pp. 10-25). O'Hanlon, W. H., & Weiner-Davis, M. (1989). Challenging assumptions: Furnishing premises for solution-oriented therapy (ch 2). <u>In search of solutions</u> (pp. 26-50). |
| September 27 | FAMILY INTERVENTION: BEHAVIORAL/FUNCTIONAL FAMILY APPROACHES Required Readings: Goldenberg & Goldenberg, ch. 10 Brock & Barnard, ch. 4, 5 & 9 Recommended Reading: Combrinck-Graham, ch. 19 Thyer, <u>Behavioral family therapy</u> (on reserve) <i>Behavioral/Functional Group Demonstration of Techniques</i> <i>Behavioral/Functional Literature Review due</i> |

- October 4 FAMILY INTERVENTION: PSYCHOEDUCATIONAL
 Required Readings:
 Brock & Barnard, ch 3 & 8
 Dinkmeyer, D, Sr., & Dinkmeyer, D., Jr. (1991). Adlerian Family Therapy. In A. Horne, & L. Passmore, (Eds.), Family Counseling and Therapy, (pp. 383-402). Itasca, IL: Peacock.
 Johnson, H. C. (1987). Biologically based deficit in the identified patient: Indications for psychoeducational strategies, Journal of Marital and Family Therapy, 13(4), 337-348.
 Simon, C., McNeil, J. S., Franklin, C. & Cooperman, A. (1991) The Family and Schizophrenia: Toward a Psychoeducational Approach. Families in Society, 72(6) 323-334.
 Recommended Readings: Combrinck-Graham, ch 4, 9, 10, & 14.
- Psychoeducational Group Demonstration of Techniques*
Psychoeducational/Adlerian Literature Review due
- October 11 FAMILY INTERVENTION: STRUCTURAL FAMILY APPROACHES
 Required Readings: Goldenberg & Goldenberg, ch. 8
 Recommended Readings, Combrinck-Graham, ch. 13 & 20
- Structure Group Demonstration of Techniques*
Structural Literature Review due
- October 18 FAMILY INTERVENTION: STRATEGIC/MILAN FAMILY APPROACHES
 Required Readings: Goldenberg & Goldenberg, ch. 9
 Recommended Readings: Combrinck-Graham, ch 12 & 16
- Strategic Group Demonstration of Techniques*
Strategic Literature Review due
- October 25 FAMILY INTERVENTION: FAMILY OF ORIGIN/PSYCHODYNAMIC APPROACHES
 Required Readings: Goldenberg & Goldenberg, ch. 5 & 7
 Brock & Barnard, ch 6
- Family of Origin/Psychodynamic Group Demonstration of Techniques*
Family of Origin/Psychodynamic Literature Review due

November 1

FAMILY INTERVENTION: FAMILY PRESERVATION APPROACHES

Required Readings:

- Barth, R. P. (1990). Theories guiding home-based intensive family preservation. In J. K. Whittaker, J. Kinney, E. M. Tracy, & C. Booth (Eds.), Reaching high risk families: Intensive family preservation in human services. New York: Aldine de Gruyter.
- Berry, M. (1991). The assessment of risk of placement: Lessons from a family preservation program. Children & Youth Services Review, 13, 239-256.
- Berry, M. (1992). An evaluation of family preservation services: Fitting agency services to family needs. Social Work, 37(4), 314-321.
- Brock & Barnard, ch 7.
- Kinney, J., Haapala, D., Booth, C., & Leavitt, S. (1990). The homebuilders model. In J. K. Whittaker, J. Kinney, E. M. Tracy, & C. Booth (Eds.), Reaching high-risk families: Intensive family preservation in human services. New York: Aldine de Gruyter.
- Tracy, E. M., McDonell, J. R. (1991). Home based work with families: The environmental context of family intervention. Journal of Independent Social Work, 5(3/4), 93-108.
- Woods, L. J. (1988). Home-based family therapy. Social Work, 33(3), 211-214.

Recommended Readings:

- Combrinck-Graham, ch. 17 & 18
- Franklin, C., & Streeter, C. L. (1992). Social support and psychoeducational interventions with middle class dropout youth. Child and Adolescent Social Work Journal, 9, 131-151.
- McDonald, T., & Marks, J. (1991). A review of risk factors assessed in child protective services. Social Service Review, 65(1), 112-132.
- Streeter, C. L., & Franklin, C. (1992). Defining and measuring social support: Guidelines for Social Work Practitioners. Research on Social Work Practice, 2(1), 81-98.

Family Preservation Literature Review due

November 8

FAMILY ASSESSMENT: A FRAMEWORK AND TECHNIQUES FOR ASSESSMENT. BEHAVIORAL OBSERVATION AND SELF-REPORT MEASURES

Required Readings:

- L'Abate & Bagarozzi, ch, 1, 2, 3, & 4
- McPhatter, A. R. (1991). Assessment revisited: Comprehensive Approach to understanding family dynamics. Families in Society, 72(1), 11-22.
- Pacquin, G. W., & Bushon, R. J. (1991). Family Treatment Assessment for Novices. Families in Society, 72 (6), 353-359.

Recommended Readings:

- Franklin, C., Nowicki, J., Trapp, J., Schwab, A. J., & Petersen, J. (1993) A computerized assessment model for brief, crisis oriented youth services. In J. B. Rauch (Ed.), Assessment: A sourcebook for social work practice (pp. 323-342). Milwaukee, WI: Family Service America.
- Taynor, J., Nelson, R. U., & Daughtery, K. (1990) The Family Intervention Scale: assessing treatment outcome. Families in Society, 71 (4), 202-210.

November 15

FAMILY ASSESSMENT: TECHNIQUES FOR ASSESSMENT. SELF-REPORT MEASURES

Required Readings: L'Abate & Bagarozzi, ch. 8 & 9

November 22

FAMILY ASSESSMENT: WRITING AN ASSESSMENT REPORT

Required Readings: L'Abate & Bagarozzi, ch. 10 & 11

Recommended Readings: Ho, ch. 3, 4, 5

November 29

WRAP UP !!!

Class Evaluation

Skills project due

CSF/ng
8/25/93

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

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

Family Therapy Networker
7703 13th Street, N.W.
Washington, DC 20012

Focus on Chemically Dependent Families (published 6
times per year)

1721 Blount Road
Suite #1
Pompano Beach, Florida 33069

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 Strategic and Systemic Therapy

Topics in Family Psychology and Counseling

Aspen Publishers, Inc.
200 Orchard Ridge Dr.
Gaithersburg, MD 20878

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