

The University of Texas at Austin
School of Social Work

SW 391R
DYNAMICS AND METHODS OF FAMILY TREATMENT
SPRING 1992

UNIQUE #: 52810
WEDNESDAY 1:00–4:00
SWB 2.120A

INSTRUCTOR

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

Office Hours: T & TH 11:00–12:00 or by appointment

Phone: 471-0533 (O)

Office Room: 3.116D

990-0829 (H)

DYNAMICS AND METHODS OF FAMILY TREATMENT

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 family treatment. The aim of the course is to equip Clinical Social Work students with necessary theoretical background and skills for working with families. Specifically, the goal is to develop an empirically based model of practice with families. The seminar will focus on assessment and treatment of families. The content will include methods for assessment of families. Also included will be an overview of several different models of family therapy (e.g., structural, strategic, behavioral, etc.) 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 total system.
- 2) Enhance cognitive understanding of similarities and differences in theory and goals of family treatment.
- 3) Integrate procedures and techniques of each family therapy model into the students own style of intervention.
- 4) Understand and integrate information about special family problems frequently seen in therapy (i.e., alcoholic families, child abusing families).
- 5) Increase awareness of and sensitivity to families of different cultures, backgrounds and races.
- 6) Become familiar with family assessment models and procedures including standardized assessment instruments.
- 7) Complete a multidimensional family assessment.
- 8) Identify, operationalize, prioritize and intervene with specific family problems.
- 9) Increase understanding of the importance of empirically-based practice.

Required Texts:

Brock, G. W., & Barnard, C. P. (1988). Procedures in family therapy. Needham Heights, MA: Allyn & Bacon, Inc.

Fredman, N., & Sherman, R. (1987). Handbook of measurements for marriage and family therapy. New York: Brunner/Mazel Publishers.

Goldenberg, I., & Goldenberg, H. (1991). Family therapy: An overview. Pacific Grove, CA: Brooks/Cole Publishers.

Recommended Texts:

- Herbert, M. (1989). Working with children and their families. Chicago, IL: Lyceum Books.
- Thyer, B. A. (1989). Behavioral family therapy. Springfield, IL: Charles C. Thomas.

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 Ethnicity & family therapy, M. McGoldrick, J. K. Pearce, & J. Giordano, (Eds.), 55-83. New York: Guilford Press.
- Freeman, E. M. (1990). The Black family's lifecycle: Operationalizing a strengths perspective. In Social work practice with black families, S. M. Logan, E. M. Freeman, & R. G. McRoy, 55-72 New York: Longman Inc.
- Freeman, E. M. (1990). Theoretical perspectives for practice with black families. In Social work practice with black families, S. M. Logan, E. M. Freeman, & R. G. McRoy, 38-52, New York: Longman Inc.
- Falicov, C. J. (1982). Mexican families. In Ethnicity & family therapy, M. McGoldrick, J. K. Pearce, & J. Giordano, (Eds.), 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, 206-223. Itasca IL: Peacock.
- LaFromboise, T. D., & Low, K. G. (1989). American Indian children and adolescents. In Children of color, (J. T. Gibbs, L. N. Huang and Associates), 114-147. San Francisco: Jossey-Bass Publishers.
- McRoy, R. G. (1990). A historical overview of black families. In Social work practice with black families, S. M. Logan, E. M., Freeman, & R. G. McRoy, 3-17. New York: Longman Inc.
- Ramirez, O., (1989). Mexican-American children and adolescents. In Children of color, (J. T. Gibbs, L. N. Huang and Associates), 224-250,. San Francisco: Jossey-Bass Publishers.
- Spiegel, J. (1982) An ecological model of ethnic families. In Ethnicity & family therapy, M. McGoldrick, J. K. Pearce, & J. Giordano, (Eds.), 134-163. New York: Guilford Press.
- Sue, S. (1988). Psychotherapeutic services for ethnic minorities. American Psychologist, April, 301-307.
- Sue, S., & Zane, N. (1987). The role of culture and cultural techniques in psychotherapy. American Psychologist, January.

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	25%
Literature Review of Intervention	35%
Skills Building Project	40%

Grading System:

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

Skills Building Project: Select one

Family Assessment Paper and Intervention Plan

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.

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). 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. Assess your family of origin or other family system utilizing both family of origin and structural theories. You must include a detailed genogram of the family and other assessment measures such as a standardized assessment instrument or structural diagram like is used by Minuchin. Your analysis should include all aspects of family functioning that are relevant to the structural and family of origin/psychodynamic theories. The assessment should be approximately 10–12 pages, Double-spaced, typed, not including the genogram and other measures which also must be submitted in completed form.

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 and make one behavioral observation of the ethnic minority group.

5. Analyze a intervention transcript from a client in your 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 appropriately or inappropriately used by the social worker. This assignment assumes that you will be applying family practice techniques like are being learned in this class. 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) Behavioral/Functional, 2) Psycho- Educational, 3) Structural, 4) Strategic/Milan, 5) Experiential/Humanistic, and 6) Psychodynamic/family of origin approaches. Students will be randomly 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 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) 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.

- 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 behavior change procedures
 - b) 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 FOLLOW THE APA FORMAT.

Course Outline

DATE	TOPIC/READING ASSIGNMENTS
January 23	COURSE OVERVIEW AND INTRODUCTION Required Reading: Course Syllabus
January 30	INTRODUCTION TO FAMILY THERAPY: THE NEW EPISTEMOLOGY. HISTORY, ANTECEDENTS AND KEY CONCEPTS Required Reading: Goldenberg & Goldenberg, chap. 1, 4, 13 Brock & Barnard, chap. 1, 8
February 6	INTRODUCTION TO FAMILY THERAPY SYSTEMS, NORMAL FAMILY PROCESSES, AND DEVELOPMENT Required Readings: Goldenberg & Goldenberg, chap. 2 & 3 Recommended Readings: Ho, chap. 1

- February 13 FAMILY INTERVENTION: BEHAVIORAL/FUNCTIONAL FAMILY THERAPY
 FAMILIES WITH CHILD BEHAVIOR PROBLEMS & MARITAL PROBLEMS
 Required Readings: Herbert, chap. 4, 5, 6, 8, 11, 12
 Goldenberg & Goldenberg, chap. 10
 Brock & Barnard, chap. 3, 4, 5
 Recommended Reading: Thyer chap. 1–10
Behavioral/Functional Group Demonstration of Techniques
Behavioral/Functional Literature Review due
- February 20 FAMILY INTERVENTION: PSYCHOEDUCATIONAL/ADLERIAN FAMILY
 THERAPY
 Required Readings: Dinkmeyer & Dinkmeyer. (1991). Adlerian Family
 Therapy. In Family Counseling and Therapy, Horne, A., & Passmore,
 L. (Eds.)
 Brock & Barnard, chap. 7
 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.
Psychoeducational Group Demonstration of Techniques
Psychoeducational Literature Review due
- February 27 FAMILY INTERVENTION: STRUCTURAL FAMILY THERAPY
 Required Readings: Goldenberg & Goldenberg, chap. 8
 Brock & Barnard, chap. 6
 Recommended Readings, Thyer, chap. 4, 8, 9
Structure Group Demonstration of Techniques
Structural Literature Review due
- March 5 FAMILY INTERVENTION: STRATEGIC/MILAN FAMILY THERAPY
 Required Readings:
 Goldenberg & Goldenberg, chap. 9
Strategic Group Demonstration of Techniques
Strategic Literature Review due
- March 12 FAMILY INTERVENTION: FAMILY OF ORIGIN/PSYCHODYNAMIC
 Required Readings:
 Goldenberg & Goldenberg, chap. 5 & 7
Family of Origin/Psychodynamic Group Demonstration of Techniques
Family of Origin/Psychodynamic Literature Review due
- March 19 HAPPY SPRING BREAK
- March 26 FAMILY INTERVENTION: EXPERIENTIAL/HUMANISTIC APPROACH
 Required Readings: Goldenberg & Goldenberg, chap. 6

- April 2 FAMILY ASSESSMENT: A FRAMEWORK AND TECHNIQUES FOR ASSESSMENT. BEHAVIORAL OBSERVATION MEASURES
 Required Readings: Fredman & Sherman, chap. 1-3
 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: Taynor, J. Nelson, R.U. & Daughtery, K. (1990) The Family Intervention Scale: assessing treatment outcome. Families in Society, 71 (4), 202-210.
- April 9 FAMILY ASSESSMENT: TECHNIQUES FOR ASSESSMENT. SELF-REPORT MEASURES
 Required Readings: Fredman & Sherman, chap. 4, 5
- April 16 FAMILY ASSESSMENT: TECHNIQUES FOR ASSESSMENT. MORE SELF-REPORT MEASURES
 Required Readings: Fredman & Sherman, chap. 6, 7, & Epilogue
- April 23 FAMILY ASSESSMENT: WRITING AN ASSESSMENT REPORT
 Required Readings: Brock & Barnard, chap. 2
 Recommended Readings: Ho, chap. 3, 4, 5
- April 30 FAMILY ASSESSMENT: WRITING AN ASSESSMENT REPORT
 Required Readings: Brock & Barnard, chap. 2
 Recommended Readings: Ho, chap. 3, 4, 5
- May 7 WRAP UP !!!
 Class Evaluation
 Skills project due

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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

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

1721 Blount Road
Suite #1
Pompano Beach, FL 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 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 Family Psychotherapy (published bi-monthly)

The Haworth Press, Inc.
10 Alice Street
Binghamton, NY 13904-1580

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

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

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