

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

Course Number:	393T2	Instructor's Name:	Cynthia Franklin, Ph.D., LMSW-ACP, LMFT
Unique Number:	58815	Office Number:	SSW 3.130C
Semester:	Spring 2000	Office Phone:	471-0533 Cfranklin@mail.utexas.edu
Meeting Time/Place:	5:30pm-8:30pm 2.140	Office Hours:	4pm-5pm Wed. or by Appt.

ADVANCED FAMILY THERAPY

I. Standardized Course Description

This course is designed as a seminar for student's in the Children and Family Concentration or for others desiring advanced competencies in the application of family theories and methods of intervention. The goal of the course is to provide clinical practice students with experience in the applications of theories and skills for working with family systems. The course builds on Theories and Methods of Family Intervention or another foundation course in family theories. Students learn to apply brief systemic models such as the brief, solution-focused, and narrative practice models. In addition, the class introduces student's to the constructivist and narrative traditions in cognitive psychotherapy. The class format is experiential and focuses on processing case materials, and participating in applied exercises that enhance clinical decision making and development of intervention skills.

Standardized Course Objectives

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

- 1) Enhance cognitive understanding of similarities and differences in applications of theories and family interventions for vulnerable and diverse family systems.
- 2) Integrate information concerning context, multi-level policies, problem focus, theory, and intervention methods in designing viable treatment plans.
- 3) Identify, operationalize, prioritize and intervene with specific family problems.

4) Demonstrate awareness of specific practice considerations relevant to ethnicity, race, gender, social class, sexual orientation, and abilities.

5) Differentiate between the empirical and clinical efficacy of various interventions used to work with family systems, and gain skills that enhance the monitoring of one's own practice effectiveness.

II. Teaching Methods

This class provides opportunities for both theory and skill development. Family practice interventions will be presented through a combination of lectures, practice exercises and Case Study Presentations.

III. Required and Recommended Texts and Materials

Required

Hubble, M.A., Duncan, B.L.& Miller, S.D. (1999). The heart and soul of change: What works in therapy. Washington, DC: APA

Sells, S.P. (1998). Treating the Tough Adolescent: A family based, step by step guide. New York: Guilford.

IV. Course Requirements

There are two assignments which are described below. In addition since this is an experiential class students will be graded heavily on their attendance, and full participation class learning experiences.

Assignment # 1: Students will present one case study from their field placement discussing assessment and interventions from a family practice framework. An audio or video must be used to illustrate the case process as well as verbal reports about the case.

Assignment # 2: Students must write-up a case study of a client describing the case conceptualization based on one or more family practice models. I am, in particular, looking for students to illustrate that they can work with a case from a systemic family therapy practice viewpoint (e.g. sft, structural-strategic, narrative). Approximately 10-12 pages. An outline and further discussion of the case study will be provided in the class.

Grades will be calculated based on the following scale and percentages:

The Final Course Grade will be calculated as follows:		Grading System:
Case Presentation	40%	90 - 100 = A
Case Study Write-up	40%	80 - 89 = B
Attendance and Participation	20%	70 - 79 = C

60 - 69 = D
Below 60 = F

V. Class Policies

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.

VI. Course Schedule

Jan 19 Introduction

Read Syllabus

January 26 Time to Prepare for Case study Presentation.

Feb 2 Understanding Common Factors of Change in Psychotherapy

Required:

Hubble, Duncan, & Miller, Asay, & Lambert, Maione & Chenail, Sprenkle, Blow, & Dickey, In Hubble, Duncan, & Miller, Chapters 1, 2, 3, 108.

Berg, I. & DeJong, P. (1996). Solution-building conversations: Co-constructing a sense of competence with clients. *Families in Society*, 77(6), 376-391.

Cade, B. & O'Hanlon, W.H. (1993). Exceptions, solutions and the future focus. In B. Cade & W. H. O'Hanlon *A brief guide to brief therapy* (pp. 93-109). New York: Norton.

Feb 9 Understanding the Process of Change

Required:

Procchaska, In Duncan, Hubble & Miller, Chapter 8

Berg, I. & De Jong. (in press) . Co-constructing cooperation with mandated clients. *Social Work*.

Miller, Duncan, & Hubble, On the shoulders of Carl Rogers, Hoping for a Change In Escape from Babel: Toward a unifying Language for Psychotherapy Practice

Practice Exercise: Working with Precontemplaters

Feb 16 Self-Efficacy and Common Factors of Change Case Illustrations and Consultations

Required:

Tallman & Bohart, Snyder, Michael, & Cheavens, In Hubble, Duncan, & Miller, Chapter 4, 6, 9
Freedman & Combs, Chapters 1-2

Practice Exercise: Steps for Increasing Self-Efficacy

Feb 23 Preparing for your Case study Presentations

March 1 Learning and Applying Common Factor Techniques from Family Therapy: The Collaborative Relationship

Required:

Bachelor & Horvath , In Duncan, Hubble, & Miller, Chapters 5
Freedman & Combs, Chapter 3, 4, & 10.
Anderson, H. & Goolishian, H. (1992). The client is the expert: A not-knowing approach to therapy. In S. McNamee & K. J. Gergen (Ed.), *Therapy as social construction*, 25-39. Newbury Park: Sage.
Cade, B. & O'Hanlon, W.H. (1992). How do we understand emotions? In B. Cade & W. H. O'Hanlon, *A brief guide to brief psychotherapy* , 42-48. New York: W. W. Norton.

Practice Exercise: Listening and Using Language

Case Study Presentation

March . 8 Learning and Applying Common Factor Techniques from Family , Therapy: Uses of Extra-therapeutic Factors

Required:

Murphy Brown,
Dreis, & Nace, Hubble, Duncan, & Miller, In Hubble, Duncan, & Miller, Chapters 12, 13, 14.

Practice Exercise: Identifying Strengths and Pre-treatment Change Factors

Case Study Presentation

March 15 Happy Spring Break

March 23 Learning the Common Factors in Structural and Strategic techniques

Required:

Sells, Chapters 1-4, 12

Practice Exercise: Setting Clear Rules and Consequences

Case Study Presentation

March 30 Learning the Common Factors in Structural and Strategic techniques

Required:

Sells, Chapters 5-6

Practice Exercise: Neutralizing one of the five Aces

Case Study Presentation

April 5 Learning the Common Factors in Structural and Strategic techniques

Required:

Sells, Chapters 7

Practice Exercise: Instructin g Parents on Soothing Sequences.

Case Study Presentation

April 12 Learning the Common Factors in Structural and Strategic techniques

Required:

Sells, Chapters 8-9

Practice Exercise: Negotiating Joint Rules and Consequences with single parents and adolescents

Case Study Presentation

April 19 Preparation for Case write-up

April 26 Learning the Common Factors in Structural and Strategic techniques

Required:

Sells, Chapters 10, 11

Practice Exercise: Having the biological parent enforce rules

Case Presentation

May 3 Class Evaluation and Wrap Up!!!

Case Write-up Due