

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL  
School of Social Work

**Course Number:** SOWO 242, Fall, 2001

**Course Title:** Family-Centered Social Work Practice  
**Semester:** Fall, 2001

**Instructors:** **Section I**  
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**Office Hours:** Monday: 12:00pm-2:00pm  
Or By Appointment

**Class Time:** Tuesday, 9:00 - 11:50 a.m.

**Location:** School of Social Work, Section 1: Room 113  
Section 2: Room 135

**Course Description:** This course introduces students to family-centered social work practice values, theory and skills. Intervention roles of teacher, broker, counselor/therapist, advocate, case manager, and supervisor are explored.

**Expanded Course Description:** This class introduces students to family-centered social work practice. The course provides a theoretical base for developing direct practice skills in the treatment of the family as the unit of attention. Students will learn skills to enhance and build on client/worker relationships, assessment techniques for families, skills in pinpointing, specifying, and assessing client goals, and strategies for intervention planning. The roles of teacher, broker,

counselor/therapist, advocate, case manager, and administrator will be explored in this course. Specific intervention techniques that are central to each role will be examined. Emphasis will be placed on the application of these roles with families.

Throughout the course, the importance of gender, sexual orientation, race, ethnicity, socioeconomic status, cultural life style and value differences will be considered in assessment and in the selection and utilization of interventions.

**Course Objectives:** Upon completion of this course, students are expected to demonstrate:

1. Knowledge of some of the major theoretical approaches to family practice (systems, developmental, ecological, and cognitive-behavioral).
2. Skills in engaging, assessing, intervening, measuring progress, and ending relationships with families.
3. An ability to make application of family practice concepts in a variety of direct service settings such as mental health, schools, and family support programs, and those settings particularly focused on child welfare.
4. An understanding of the role of resiliency in families including interventions to enhance resiliency.
5. An understanding of the impact of race, ethnicity, gender, sexual orientation, and poverty on families.
6. The ability to develop goals, objectives and intervention plans that are culturally relevant.

**Skill Development:** Students will learn beginning competencies in the following skill areas:

- ✓ Interviewing families including selected strategies for working with children and adolescents
- ✓ Engaging and joining with families
- ✓ Assessing family functioning
- ✓ Developing family treatment plans
- ✓ Teaching parenting skills
- ✓ Enhancing and strengthening family social support networks
- ✓ Teaching social skills to children and adolescents
- ✓ Advocating for families
- ✓ Teaching self advocacy skills
- ✓ Terminating work with families

**Course Format:** This course will use a variety of different teaching activities to achieve the course objectives

including lectures, discussions, guest speakers, video tapes, and student presentations. A portion of class time will be devoted to skill practice and other experiential activities. The application of assessment and intervention techniques to diverse populations will be infused through course readings, lectures, role-plays, videotapes and written assignments. It is the responsibility of both students and instructors to raise questions about issues of diverse populations.

**Required Texts:**

Walsh, Froma (1998). *Strengthening family resilience*. New York: Guilford Press.  
Hanna, S.M. & Brown, J.H. (1999) *The practice of family therapy*. Belmont: Brooks/Cole-Wadsworth Publishing Co.

Texts that may be useful but are **not** required:

R.L. Edwards (Ed.) (1995) *Encyclopedia of Social Work* (19<sup>th</sup> Edition) Washington D.C.: NASW Press.  
Henggeler, S. W., Schoenwald, S. K, Borduin, C. M., Rowland, M. D., & Cunningham, P. B. (1998). Multisystemic treatment of antisocial behavior in children and adolescents. New York:Guilford Press.

**ASSIGNMENTS**

**Assignment #1**

**Video #1: Basic Skills Video**

The **purpose** of this video assignment is for students to demonstrate basic skills in interviewing within the context of a therapeutic relationship. It also calls for students to use non-jargon behavioral descriptions to support appropriate evaluations after observations.

Each student must secure a volunteer " client" or " client family" and tape a 10 -minute session. This session should include discussion of client or family issues that will allow the student (as the social worker/ therapist) to demonstrate basic verbal and nonverbal therapeutic skills. The context for the interview should be the client's place of residence.

As you will read in the instructions below, each student will be expected to evaluate his/her own skills as well as the skills of one peer. Standardized forms will be distributed for skill evaluation. Based on the feedback from the two evaluations, each student will complete a self-improvement plan in conjunction with this assignment.

**Instructions:**

1. Choose a peer partner with whom you will work this semester (on this video as well as two subsequent related assignments.)
2. Secure a client/family for videotaping. You may interview an individual client or a client family for this first video only. Subsequent videos require at least two persons as clients.
3. Conduct the interview and videotape it. The video should not last more than ten minutes.
4. Arrange a time for you and your partner to view each other's videos and complete evaluation forms.
5. Complete an evaluation form on your own video as well as on the video of your peer partner. Make sure you clearly delineate who was the social worker in the video. Please put your name and the name of the peer partner on the evaluation forms. Remember when completing the forms, you are expected to write in specific actions, behaviors, statements of the social worker to support the level of competency you determine was demonstrated. Your judgements must be evidence based, and lack of evidence suggests a lower rating.
6. Complete a self-improvement plan on your own video only. The guidelines for completion of this part of the assignment are written below.
7. Complete this assignment by September 11, 2001.
8. In order to receive credit for this assignment, you must hand in the following: a self-evaluation form, an evaluation form that was completed by your review partner, and a self-improvement plan.

### **Guidelines for self -improvement plans**

A self- improvement plan is to be turned in to accompany your first and second videos. There is no standardized form for completion of this part of the assignment. Responses should follow the format indicated.

1. The first section of your self- improvement plan should **address the areas of improvement suggested by your peer reviewer**. Discuss your reaction to the feedback of your review partner.
2. The second section of your self-improvement plan should **address the areas where you noted that improvement would be useful** when viewing your video. Why do you perceive these areas as being the ones needing improvement?
3. In the third section of your self-improvement plan, discuss concretely **how you would implement any desired changes in future interview sessions**. Be specific!

The self-improvement plan can be brief, but should be clear and complete. Most plans should fit on one or at most two typed pages.

### **Assignment #2**

#### **Video #2:Joining video**

The **purpose** of this video is for students to demonstrate joining skills with a family in a therapeutic context. The ability to help the family choose to work toward change is critical, and the beginning process of engaging, or joining is a primary way to do this.

Each student must secure a "client" family and tape a 10-minute session. This session should be conducted in the context of the family's home. For purposes of this assignment, a family is defined as at least two verbal people who are related by blood, marriage, or significant/reciprocal partnership.

Each student will evaluate his/her own skills as well as the skills of one peer. Standardized forms will be distributed for this skill evaluation. Additionally, a self-improvement plan must be completed in conjunction with this assignment.

**Instructions:**

1. Choose a client family for videotaping. Remember there must be **at least two verbal participants in the client family**.
2. Write a description of the family and a problem scenario that you will use in Videos 2 and 3.
3. Give this description of the family and their problem scenario to your peer partner prior to evaluating the video.
4. Conduct the interview and videotape it. The interview should be no longer than 10 minutes in length. If it goes over 10 minutes only evaluate the first 10 minutes taped.
5. Arrange a date with your peer partner to view each other's videos and complete the evaluation forms.
6. Complete a self-improvement plan using your own, and your review partner's comments.
7. This assignment must be completed by **October 9, 2001**. In order to receive credit for this assignment, you must hand in the following: the family description, a self-evaluation form, an evaluation form that was completed by your review partner, and a self-improvement plan.

**Assignment #3**

**Video #3: Goal Setting Video**

The **purpose** of this video is to pull together all the skills developed thus far, to facilitate the family's process of determining goals for change. The student is expected to demonstrate the capacity to connect with a family in a therapeutic context to agree upon goals that are meaningful and necessary from the perspectives of both the family and the social worker.

This 10-minute session should re-visit the family we met in Video #2. It is assumed that this is a later visit. In this video, students should demonstrate the capacity to work with a family in the process of setting goals to address areas of concern.

Each student will evaluate his/her own skills as well as the skills of one peer. Standardized forms will be distributed for this specific skill evaluation.

**Instructions:**

1. Conduct and tape a session with the same family from video #2.
2. Arrange a date with your review partner to view each other's videos and complete the evaluation forms.
3. Complete this assignment by **October 30, 2001**.
4. Turn in the following: a video, a self-evaluation form, and a peer evaluation form. No self-improvement form is needed for this video.
5. Schedule a time to view this final video with the professor. At that time the professor will evaluate the video using the same evaluation tool used by the students.
6. The professor will provide feedback about competencies and suggestions for further growth. A grade for this part of the assignment will be determined at that time.

**Assignment #4**

**Standardized Measure Exercise:**

Students will research a standardized measure used for assessment and outcome measurement with families.

**Purpose:** Many students complete graduate school either not knowing about the various standardized tools available, or not actually utilizing one for analysis. As a practice tool, standardized measures are used for assessment and measuring outcomes. They can be used to open discussions with families, to support the choice of specific interventions, and to demonstrate growth (or lack of growth) and change over time. The assignment is intended to give students experience in identifying, administering, and evaluating standardized measures.

**Instructions:**

1. Search the social science literature to identify a standard measure that is utilized in a research study. It should measure some aspect of either whole family functioning or subsystems (couple; parent/child; siblings, etc.)
2. Make a copy of the article or chapter
3. Complete the measure yourself

4. Write a very brief narrative (script) to demonstrate how you will introduce the measure to family test subjects in non-jargon, developmentally appropriate language.
5. Have a client family or friend(s) complete the measure. If you wish to ask a client to complete the measure, you must first discuss the measure and purpose with your supervisor or field instructor. The client must voluntarily take the test, with no fear of loss or expectation of gain by doing so.
6. Score both measures if scoring information is available.
7. Complete the evaluation checklist handed out in class
8. Make enough copies of the front page of the checklist for the rest of the class.
9. Turn in both complete measures, evaluation checklist, and a copy of the article or chapter that utilized the measure.
10. Make a five minute concise presentation to the class describing the measure and your evaluation of its usefulness.
11. **Due Date: September 25, 2001.**

#### **Assignment #5**

**Intervention Presentation:** The intervention presentation is intended to give students, working in pairs, an opportunity to identify a specific family intervention of interest, research the history and efficacy of the intervention, and apply it to a family in a clinical setting.

**Purpose:** As students learn the values and challenges of working with the family as the unit of attention, it is important that they learn some of the major developers of this style of work, as well as salient interventions created for working with families. The purpose of this assignment is to encourage students to do extensive research on a person or intervention of interest and to share, through classroom presentation and demonstration, the findings of the student's research.

#### **Instructions:**

1. Complete this assignment in partnership with the peer that viewed your three videos.
2. Choose one of the two families that was portrayed in Videos 2 or 3; i.e. either the family with whom you worked or the family with whom your partner worked.
3. Choose an intervention strategy that is relevant to the problem and goals identified by this family. Research this strategy as well as the individual who developed it.
4. Each partnership will submit a **one-page abstract** of the family centered intervention. Each abstract should include the following:

- Name of Intervention Strategy and/or Individual who originated it
  - Theoretical Base of Work
  - Brief Description of the Intervention or the Work of the Individual
  - Summary of Research Utilizing the Intervention (or)
  - Summary of the Benefits of the Research and Work Conducted by the Individual.
5. Develop a **30-minute presentation** to the class that summarizes the intervention, its known efficacy, and related research. Each partnership must also demonstrate how they would implement this strategy with the family. Power Point, posters, overheads may all be used to enhance the other students learning. They are not required, however. Time will be carefully monitored to allow each partnership equal time. Each partnership will be strictly limited to a 30-minute presentation.
  6. Design and distribute a **handout** for your classmates describing the person or intervention and implementation protocol. A **bibliography** of all works used in the research is required. Duplicate enough copies of the handout and bibliography to distribute to each of your classmates. Please note that copies of your Power Point presentation are not sufficient for a handout.
  7. Attend each other's presentations.

**Due Dates:            October 30, 2001 - One Page Abstract**  
**November 20 and 27, 2001 Intervention**  
**Presentations**

**Course Expectations and Grading Criteria:**

All written assignments (except the video evaluations, and Standardized Measure) are to be typed and finished in a fashion befitting professionals in the field. In compliance with the policy approved by the Administrative Board of the General College and the College of Arts and Sciences, " *students should expect to be graded on spelling, punctuation, grammar, and style, as well as the content and organization of their work.*" Any citations should follow the APA rules of punctuation. All work is to be turned in during class. Late work loses two points per day for each day late, including weekends and holidays.

Because this is a practice class, attendance is critical in order that class members may have the

opportunity to try the interventions, or skills that are being presented. Participation includes active involvement in class discussions, willingness to bring field placement experiences into class as appropriate, and to engage in skill practices.

**GRADES:**

Basic Practices Video		5%
Family Joining Video		5%
Goal Setting Video	30%	
Standardized Measure Exercise	20%	
Intervention Presentation		
Handout/Bibliography		10%
Presentation	20%	
Attendance and Participation		<u>10%</u>

**Grading Distribution:**

94 and above	H
80 - 93	P
70 - 79	L
69 and below	F

**Policy on Academic Dishonesty:**

Please refer to the APA Style Guide, the SSW Manual, and the SSW Writing Guide for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating "I have neither given nor received unauthorized aid in preparing this work." In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

**Policy on Accommodations for Students with Disabilities**

Students with disabilities that affect their participation in the course are asked to notify the instructor if they need special accommodations in instructional format or examination format. The instructor will work with Disability Services and Learning Disability Services and the student to make necessary accommodations.

**COURSE OUTLINE:**

**SETTING THE FRAME:**

<b>Week 1 (8/21)</b>	<b>Introduction and Overview of the Course</b>
	Review of Course Objectives and Assignments
	Why family-centered social work?
	Family-Centered Values & Beliefs

The Challenge of both preserving and protecting families  
Developing Practice Families

**Required Readings:**

**Hanna & Brown**

**Chapter 1** Family Therapy: A Field of Diversity and Integration

**Walsh**

**Chapter 1:** Foundations of a Family Resilience Approach

**Encyclopedia of Social Work**, Vol. 2, " Family Therapy" , Ann Hartman pp. 983-991.

**Week 2 (8/28) Introducing Selected Theories/Models of Family Therapy**

Reviewing definitions of explanatory and practice theory, models and strategies  
Review of baseline interviewing skills with practice families  
Skills with practice families  
Diversity in Families  
Class responsibility for a broad model of cultural competence  
*11:30am-AV training with Andy Crissman*

**Required Readings:**

**Walsh**

**Chapter 2:** Families in a Changing World

**Chapter 3:** Belief Systems: The Heart and Soul of Resilience

**Chapter 4:** Organizational Processes: Family Shock Absorbers

**Chapter 5:** Communication Processes: Facilitating Family Functioning

**STAGES:**

**Week 3 (9/4) The Beginning Phase**

Family Life-Span Development  
Initial Contacts  
Joining and Engagement

**Required Readings:**

**Walsh**

**Chapter 6:** Practice Principles and Guidelines

**Hanna & Brown**

**Chapter 2:** Integration of Theory: Common Themes

**Chapter 3:** Integration of Practice: Common Elements

**Chapter 4:** Preparing to Practice: Sequences and Interactions in the Process.

**Week 4 (9/11) Family Assessment: 1<sup>st</sup> video evaluation due**  
Assessment Methods, Tools and Techniques  
Rules, boundaries, strategic family work

**Hanna & Brown**

**Chapter 6:** The Initial Interview: Providing Structure

**Chapter 7:** The Assessment: Exploring Client Experience

**Walsh**

**Chapter 9:** Strengthening Vulnerable Multicrisis Families

**Week 5 (9/18) Family Assessment con't.**  
Assessment in context  
Self-awareness in the assessment process

**Required Readings:**

**Hanna & Brown**

**Chapter 8:** Facilitating Relational Change

**Week 6 (9/25) Social Interventions**  
**Standardized Measure Presentations**  
Video  
Goal setting/contracting

**Required Readings:**

**Hanna & Brown**

**Chapter 9:** Developing a Shared Direction

**Week 7 (10/2) Social Interventions con't.**  
Strength-based interventions  
Evaluation of Progress  
Hunch Rating

**Required Readings:**

**Hanna & Brown**

**Chapter 10:** Maintaining Direction:

Evaluations, Terminations and Follow-ups

Early, T.J., and GlenMaye, L. F. (2000)

Valuing Families: Social work practice with families from a strengths

perspective. *Social Work* 45(2) 118-131.

**Week 8 (10/9) Case Closure– 2<sup>nd</sup> Video evaluation due**  
Developing other support systems-the critical  
need for support  
Ending/changing the relationship

**Required Readings**

**Walsh**

**Chapter 10:** Reconnection and Reconciliation:  
Bridge over Troubled Waters

**Week 9 (10/16) Multisystemic treatment**  
Examination of one model  
Assessment, Contracting, Evaluation, Closure

**Required Readings**

Multisystemic Therapy: Treatment Model

<http://www.mstservices.com/text/treatment.html>

Clinical Trials of Multisystemic Therapy with  
High Risk Young Offenders, 1997-2001

<http://www.lfcc.on.ca/mstfaq.html>

Stern, S.B. (1999) Challenges to family  
engagement: what can Multisystemic therapy  
teach family therapists? *Family Processes*  
38:281-286.

**SPECIAL CIRCUMSTANCES:**

**Week 10 (10/23) Gender, Culture, Classism, Ableism**  
Particular issues for helpers  
How to acknowledge/span differences  
Examining our own perspectives vis a vis  
families

**Required Readings**

Langston, D. (2000) Tired of playing  
monopoly? In Adams, M., Blumenfeld, W.J.,  
Castañeda, R., Hackman, H.W., Peters,  
M.L., Zúñiga, X. (Eds.) *Readings for  
Diversity and Social Justice*.  
Routledge:NewYork.

Jensen, R. (1998, July 19) White privilege  
shapes the U.S.: Affirmative action for  
whites is a fact of life. *The Baltimore  
Sun*, Edition F, 1C.

**Week 11 (10/30) Poverty (Classism) & Advocacy Video #3  
Due/Abstract Due**

The overarching effects of poverty on client  
families in a free market society.

SPEAKER: Patti Cook

Our role and responsibility as advocate

Schedule individual viewing sessions

**Required Readings**

**Walsh**

**Chapter 8:** Coping and Resilience in Chronic Illness and Family Caregiving

Bennett, M.B.H. (1987) Afro-american women, poverty, and mental health: A social essay. *Women-and-Health* 12(3-4) 213-228.

Saraceno, B. & Barbui, C. (1997) Poverty and mental illness. *Canadian Journal of Psychiatry*. 42. 285-290.

Herbert, M.D., & Mould, J.W. (1992) The advocacy role in public child welfare. *Child Welfare*. 61(2) 114-131.

**Week 12 (11/6) Intergenerational Social Work**

Kinship relationships  
Grandparents parenting

**Required Readings**

Whitley, D.M., Kelley, S.J., & Sipe, T.A. (2001) Grandmothers raising grandchildren. *Health & Social Work*. 26(2) 105-114.

Kelley, S.J., Yorker, B.C., Whitley, D.M., & Sipe, T.A. (2001) A multimodal intervention for grandparents raising grandchildren: results of an exploratory study. *Child Welfare* 70(1) 27-50.

**Week 13 (11/13) Ethical Dilemmas in Family Work**

Social Justice  
Laws and Regulations for social workers  
Bazaar death exercise

**Required Readings**

Gelman, S.R. (1996) Advocacy or unethical practice, "On Do the Right Thing" , Reflections, 23-24.

**Week 14 (11/20) Family Intervention Presentations**

**Week 15 (11/27) Family Intervention Presentations**

**Week 16 (12/5) Wrap-up and Evaluations**

### SW 242, Fall 2000-Weekly Schedule

Week 1	August 21	
Week 2	August 28	
Week 3	September 4	
Week 4	September 11	1 <sup>st</sup> Video [Basic Skills]--peer/self evaluation
Week 5	September 18	
Week	September 25	Standardized Measure Papers & Presentations
Week 7	October 2	
Week 8	October 9	2 <sup>nd</sup> Video [Joining]- peer/self evaluation
Week 9	October 16	
Week 10	October 23	
Week 11	October 30	3 <sup>rd</sup> Video [Goal Setting Skills]- schedule individual evaluation sessions One Page Abstract/Interventions Due
Week 12	November 6	
Week 13	November 13	
Week 14	November 20	Family Intervention Presentations
Week 15	November 27	Family Intervention Presentations
Week 16	December 5	Summary & Course Evaluation