

**THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
SCHOOL OF SOCIAL WORK**

COURSE NUMBER: SOWO 842 (Section 001)
Monday 9-11:50am

COURSE TITLE, SEMESTER AND YEAR: FAMILIES: THEORY AND PRACTICE, FALL '17

LOCATION: RM TBA

INSTRUCTOR: Joanne S. Caye, PhD, MSW, CPM
School of Social Work
Phone: 919-815-1006 (C), 919-933-9883 (H)
Email: jscaye@ad.unc.edu

OFFICE HOURS: If pre-arranged, Monday, 1:00-2:00pm/ or by Appointment. I do not have an office on campus, but can arrange a location if needed. You can text my cell to arrange a meeting.

COURSE DESCRIPTION: A review of explanatory and practice theories for understanding and intervening with families and couples.

COURSE OBJECTIVES:

By course end, students will:

1. Understand the development and role of explanatory and practice theory in family-centered social work practice.
2. Understand concepts, selected theory, and research concerning family functioning and interaction.
3. Understand family functioning and interaction in the context of race, ethnicity, gender, age, socioeconomic status, and culture and history.
4. Apply models of family functioning and interaction to frame and inform social interventions with couples and families.
5. Gain awareness of the field of family life education and review specific programs focused on promoting strong families and effective parenting.
6. Review major clinical and community intervention strategies for working with couples and families experiencing relationship problems or facing adversity and positive challenge.
7. Develop skills in engaging, assessing, intervening, measuring progress, and ending relationships with families that are culturally sensitive and relevant.
8. Examine family-centered social work practice in a variety of direct practice settings, including health, mental health, schools, the U.S. military, and settings particularly focused on child welfare.
9. Recognize ethical dilemmas and employ decision-making skills for ethical practice with families in agency and community based settings.

EXPANDED DESCRIPTION: This course focuses on both explanatory theories for understanding family interaction and intervention theories to determine the best possible outcomes to improve family member and family system functioning. Family work stretches from education and

teaching family members, to therapeutic interventions when deeper work is necessary. Students will review and present a specific couple or family-level program that promotes strong and adaptive functioning. Students will choose a family to analyze, identify risk and protective factors associated with strong and adaptive couple and family functioning and design a therapeutic intervention that is appropriate for that family.

REQUIRED TEXTS/READINGS:

Arditti, J. A. (2015). *Family problems: Stress, risk, and resilience*. Chichester, West Sussex: John Wiley & Sons, Inc. (ISBN PB: 9781118348284)

TEACHING METHODS:

The success of this class depends on the development of a supportive learning environment, reflecting the values of the social work profession. A supportive learning environment is fostered by listening to the ideas and views of others, appreciating a point of view which is different from your own, and making it safe for learning and growth.

The course will be taught using a variety of teaching methods including: lecture, discussion, student presentation, individual and group work, role play, and reflection. We will take turns working independently as well as in groups. Student involvement is critical, and students work with the instructor as full partners in assuming responsibility for the success of the course. If the learning environment is not effective for you, talk with me to consider methods and options that will make our time together most useful.

EXPECTATIONS FOR WRITTEN ASSIGNMENTS

You are expected to use high quality academic English; grades will be lowered for poor grammar, syntax, spelling, or typos. Do proofread well! As a professional social worker, you will be expected to write and present your ideas in a clear cogent way. If you have difficulty writing, you are strongly encouraged to use online resources of the campus Writing Center (<http://www.unc.edu/depts/wcweb/>) and/or seek assistance from our editors here in the School of Social Work. There are many useful resources on the SSW website, under Writing Resources. A brief explanation of APA style is contained there.

The School of Social Work faculty has adopted APA style as the preferred format for papers and publications. All written assignments for this course should be submitted in APA format. The web sites listed below provide additional information, though students are encouraged to purchase the following text:

American Psychological Association. (2010). *Publication manual of the American Psychological Association, 6th Edition*. Washington, D.C.: American Psychological Association.

- ❑ <http://www.apastyle.org/electref.html> (APA Style for material in electronic formats)
- ❑ http://owl.english.purdue.edu/handouts/research/r_apa.html (general information about documentation using APA style)
- ❑ <http://www.bartleby.com/141/> (electronic version of Strunk's *The Elements of Style* which was originally published in 1918)

- <http://www.fas.harvard.edu/~wricntr/resources.html> (The Writing Center, links to on-line reference material and many other useful sites for authors)
- <http://www.unc.edu/depts/weweb/> (The UNC writing center—on-line and tutorial help at Phillips Annex 962-7710)

GRADING SYSTEM:

The core assignments and their points are listed below:

Group Program Review & Evaluation (Pairs)	25pts
Poster Presentation	25pts
Family Case Study-& Intervention (Individual work)	35pts
Class Participation	15pts

Descriptions of each assignment will be found at the end of this syllabus:

H = 94-100; P = 80-93; L = 70-79; F = 69 and below

NOTE: Grades for assignments in this class are cumulative, meaning that they all add up to 100 points. Please do not assume that each assignment translates to 100%. If you have a paper that is worth 20 points and you get 18, that is NOT an 80% assignment. Rather, you subtract 2 points from 100, so now your highest possible grade is 98.

POLICY ON INCOMPLETES AND LATE ASSIGNMENTS:

Unless negotiated with me in advance assignments are due before class begins on the date specified in the syllabus. All assignments must be completed to receive a Passing Grade for the course (H/P/L). Assignments submitted past the due date will lose 2 points per day, including holidays and weekends. Incompletes are only offered in extraordinary circumstances, and not because of time management issues on the part of the student. The sooner you speak with me about any difficulties you have having, the more likely we can reach a mutually successful conclusion. If you have having trouble, do let me know!! Most barriers can be worked out.

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 that, "I have not given or received unauthorized aid in preparing this written 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."

Accessibility and Resources Services:

The School of Social Work aims to create an educational environment that supports the learning needs of all students. The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. The Accessibility Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations. If you

might need accommodations at any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit their website at <http://accessibility.unc.edu>, and contact ARS by email: accessibility@unc.edu or phone at 919-962-8300. The accommodations process starts with ARS and helps instruct Faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement needed accommodations for all our students. In addition to seeking ARS supports, please also reach out to your instructor to communicate how best your needs can be met once you have begun the ARS process.

WRITING SUPPORT

Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School's Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a *learning opportunity* for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to SOSWwritingsupport@gmail.com. In addition, see the Writing Resources and References page on the School's website (under the Current Students tab: <https://ssw.unc.edu/students/writing>). If you believe you may need some writing support contact the editors within the school early in the process. They will not be able to help you with a paper that is due in a day.

POLICIES ON THE USE OF ELECTRONIC DEVICES IN THE CLASSROOM:

Technology is a world opening experience. It can also be disrespectful and distracting. Respect for each other includes turning cell phones off or to Vibrate (an option only if there is a seriously important phone call you **MUST** attend to). Please...***NO texting during class***. This is our time to learn together. What you bring to the classroom can make it better for the rest of us, or decrease the value of our time together.

Out of respect, please do NOT use computers and other wireless devices when:

- We have guest speakers
- Colleagues are making a presentation or are engaged in a role-play
- The class is viewing videotapes

BAD WEATHER POLICY:

Please check your email on the day of class in case of snow, ice or other threatening and/or unsafe conditions. I will do my best to be clear if I am not able to reach the school for class. Sometimes if the power is off, you will need to use your own best judgment about travel safety if you are driving to Chapel Hill from surrounding areas that have unsafe travel conditions.

READINGS AND COURSE OUTLINE

WEEK ONE: AUGUST 28, 2017

INTRODUCTION:

- What is family?
- Current trends in families in the US
- “thinking” family
- What is the difference between doing social work one to one, and “thinking” family or working with families?
- Continuum of work with families
 - ✓ Life Education
 - ✓ Psychoeducation
 - ✓ Group work focused on family issues
 - ✓ Family therapy

SYLLABUS REVIEW

SEPTEMBER 4, NO CLASS—LABOR DAY

WEEK TWO: SEPTEMBER 11, 2017

FOCUS

- Explanatory & Intervention theories pertaining to family work.
 - From your experience, how does the theory affect the practice? What is the connection?
- Developing your professional theoretical stance
 - What do you believe about people/ change/ relationship between helper and recipient?
 - Why should the intervention you have chosen work with this particular family?
 - Where on the Life Education—Therapy continuum is your field placement?
 - What theories are generally used in your field placement (hint: don't be put off by the word 'theory' ?—return to the first bullet in this section)

READINGS:

ALL STUDENTS READ THESE TWO CHAPTERS.

Gale, J.E., & Long, J.K. (1996) Theoretical foundations of family therapy. In F.P. Piercy, D.H. Sprenkle, & J.L. Wetchler, (Eds.) *Family therapy sourcebook*, 2nd Ed.). New York: Guilford Press. (pp 1-24). [*This chapter runs through the MANY types of models of family therapy, and gives a very brief sense of what they focus upon, and sometimes what theories they are based on*]

Walsh, J. (2010) *Theories for Direct Social Work Practice*, 2nd Ed. Belmont, CA: Wadsworth Cengage Learning. Chapter 1: Thinking about theory-pp 1-16. [*This chapter does a solid job of connecting theory and actual work*]

ONE ARTICLE CHOSEN BY A PAIR OF STUDENTS, OR YOU CAN CHOOSE TO DO ONE INDEPENDENTLY.

Discussion for each article to be led by students who chose the article.

- Discussion will include being able to provide a BRIEF synopsis of the article

- a. Where is this article situated on the continuum of family work?
 - b. BRIEFLY, What are the main points of the article
 - c. What theory/ world view/ perspective does the program or intervention stand on?
How do you know?
 - d. What evidence supports the author's stance, from your experience or your previous classes/ readings?
- Develop one discussion question and facilitate a short discussion that will help the class connect the article to the focus of today's discussion (theoretical foundation/continuum of intervention models) (TOTAL: 15-20 minutes max.)

- Cooper, B.R., Shrestha, G., Hyman, L. & Hill, L. (2016) Adaptations in a community-based family intervention: Replication of two coding schemes. *Journal of Primary Prevention*, 37, 33-52. doi: 10.1007/s10935-015-0413-4.
- Cowan, C.P., Cowan, P.A., Barry, J. (2011) Couples groups for parents of preschoolers: ten-year outcomes of a randomized trial. *Journal of Family Psychology*, 25(2), 240-250. doi:10.1037/a0023003
- Doherty, W. J. (1995). Boundaries between parent and family education and family therapy: The levels of family involvement model. *Family Relations*, 44, 353-358.
- Fraser, M. W., Day, S. H., Galinsky, M. J., Hodges, V. G., & Smokowski, P. R. (2004). Conduct problems and peer rejection in childhood: A randomized trial of the making choices and strong families programs. *Research on Social Work Practice*, 14, 313-324.
- Fraser, M. W., & Galinsky, M. J. (2010). Steps in intervention research: Designing and developing social programs. *Research on Social Work Practice*, 20, 459-466.
- Hawkins, A. J., Carroll, J. S., Doherty, W. J., & Willoughby, B. (2004). A comprehensive framework for marriage education. *Family Relations*, 53, 547-558.
- Jakubowski, S. F., Milne, E. P., Brunner, H., & Miller, R. B. (2004). A review of empirically supported marital enrichment programs. *Family Relations*, 53, 528-536.
- Lucksted, A., McFarlane, W., Downing, D., Dixon, L., & Adams, C. (2002). Recent developments in family psychoeducation as an evidence-based practice. *Journal of Marital & Family Therapy*, 38(1), 101-121. doi:10.1111/j.1752-0606.2011.00256.x
- Substance Abuse and Mental Health Services Administration. (2009) *Family Psychoeducation: The Evidence*. HHS Pub. No. SMA-09-4422, Rockville, MD: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services, 2009. [When you first pull it up, this booklet looks long. However, you are only responsible for the relatively short article in the beginning.]
- Senekjian, E., & Trad, P.V. (1994). Applying principles of individual, family and group psychotherapy to the treatment of twins. *Journal of Child and Adolescent Group Therapy*, 4(1), 3-26. doi.org/10.1007/BF02550056

WEEK THREE: SEPTEMBER 18, 2017

FAMILY LIFE EDUCATION

ETHICAL REALITIES IN FAMILY WORK

FAMILY INTERACTIONS

Life Education—the first level

- ✓ Connecting with families at the life education level

Ethical dilemmas in family work

One model for considering a family—circumplex model

READINGS:

Murphy, M.J., Cheng, W-J., & Werner-Wilson, R.J. (2006) Exploring master therapists use of power in conversation. *Contemporary Family Therapy*, 28. 475-484.doi:

10.1007/s10591-006-9016-9

McCollum, E.E. & Gehart, D.R. (2010). Using mindfulness to teach beginning therapists therapeutic presence: A qualitative study. *Journal of Marriage and Family Therapy*, 36(3), 347-360. Doi: 10.1111/j.1752-0606.2010.00214.x

Olson, D. H., & Gorall, D. (2003). Circumplex model of marital and family systems. In F. Walsh (Ed.), *Normal family processes* (3rd ed., 514-544). New York: Guilford.

Scher, S. & Kozlowska, K. (2012). Thinking, doing and the ethics of family therapy. *American Journal of Family Therapy*, 40(2), 97-114. Doi: 10.1080/01926187

WEEK FOUR: SEPTEMBER 25, 2017

GENERAL FAMILY WORK

FOCUS

Beginning the work—foundational information

Effects of:

- Context (agency, purpose,
- Practitioner knowledge and skill
- Family needs

Specific Focus: Work with military families

READINGS:

Blow, A., Marchiondo, C., & Gorman, L. (2015) Challenges and changes: stress and resilience among military families. In Arditti, J. A., *Family problems: Stress, risk, and resilience*. Chichester, West Sussex: John Wiley & Sons, Inc (pp. 200-212).

Bowen, GL., Richman, J.M., & Bowen, N.K. (2000). Families in the context of communities across time. In *Families Across Time: A Life Course Perspective*. S. Price, P.C. McKenry, & M.J. Murphy, Eds. (pp. 117-128). Roxbury Publishing Co: Los Angeles.

Sullivan, K. S. (2015). An application of family stress theory to clinical work with military families and other vulnerable populations. *Clinical Social Work Journal*, 43(1), 89-97.

Weins, T.W. & Boss, P. (2006). Maintaining family resiliency before, during and after military separation. In Castro, C.A., Adler, A.B. & Britt, C. A. (Eds.), *Military Life: The psychology of serving in peace and combat* (pp. 13-38). Bridgeport, CT: Praeger Security

International.(Focus attention on pages 24-30 for overview of contextual model of family stress—to be used in a couple weeks)

WEEK FIVE: OCTOBER 2, 2017

CONSIDERATION OF PERSPECTIVES ON CHANGE

FAMILY LIFE PRESENTATIONS (UP TO 3)

FOCUS

Theories of change

Psychoeducation—the second level

What family interactions will we practice for the rest of the semester?

- Stress and Resiliency work
- Multisystemic therapy/ based on Ecological theory
- Multiple Family Therapy
- Experiential therapy

READINGS:

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior & Human Processes*, 50, 179-211.

Cottom, T.M. (2017). Having it all is not a feminist theory of change. *Journal of Women in Culture & Society*, 42(2), 553-556.

Lyman, D.R., Braude, L., George, P., Dougherty, R.H., Daniels, A.S., Grose, S.S. & Delphin-Rittman, M.E. (2014). Consumer and family psychoeducation: Assessing the evidence. *Psychiatric Services*. (ps.psychiatryonline.org), 65(4), 415-428.

Norcross, J.C., Krebs, P.M., & Prochaska, J.O. (2011). Stages of change. *Journal of Clinical Psychology*, 67, 143-154. DOI: 10.1002/jclp.20758

WEEK SIX: OCTOBER 9, 2017

EFFECTS OF STRESS ON FAMILIES--STRESS & RESILIENCE THEORIES

**PANEL PRESENTATION & DISCUSSION RE: STRESSORS ON FAMILIES WHEN EITHER THE PARENTS OR THE CHILDREN HAVE A MENTAL ILLNESS/ A DISABILITY/ CHRONIC DISEASE/
BARBARA LEACH; SHERRY MERGNER; RON MANGUM; TAMARA NORRIS**

FOCUS

- Considering stress—from a systems and resiliency perspective

READINGS:

Boss, P. (2004) Ambiguous loss research, theory, and practice: Reflections after 9/11. *Journal of Marriage and Family*, 66, 551-566.

Patterson, J.M. (2002) Integrating family resilience and family stress theory. *Journal of Marriage and Family*, 64, 349-360.

- Olson, D. H., & Gorall, D. (2003). Circumplex model of marital and family systems. In F. Walsh (Ed.), *Normal family processes* (3rd ed., 514-544). New York: Guilford.
- Parra-Cardona, J.R., Lappan, Sl., Escoar-Chew, A.R., Whitehead, M. (2015). Risk and Resilience among Latino Immigrant Families. In Arditti, J. A., *Family problems: Stress, risk, and resilience*. Chichester, West Sussex: John Wiley & Sons, Inc. (Chapter 20--pp. 320-336)

WEEK SEVEN: OCTOBER 16, 2017

FAMILY PSYCHOEDUCATION PRESENTATIONS (1 OR 2)

FOCUS

MUNDANE EXTREME ENVIRONMENTAL STRESS

MARGINALIZED FAMILIES

- When families face extra stressors due to race, ethnicity, orientation, incarceration, work expectations or economic status

READINGS:

- Peters, M. F., & Massey, G. (1983). Mundane extreme environmental stress in family stress theories: The case of black families in white America. In H. I. McCubbin, M. B. Sussman, & J. M. Patterson (Eds.), *Social stress and the family: Advances and developments in family stress theory and research* (pp. 193-218). New York: The Haworth Press.
- Kelley, M. & Lowe, J., (2012). The health challenge of stress experienced by Native American adolescents. *Archives of Psychiatric Nursing*, 26(1), 71-73. DOI: 10.1016/j.apnu.2011.10.001
- Eeden-Moorefield, B.van, and Benson, K. (2015) We're here, we're queer and we count. In Arditti, J. A., *Family problems: Stress, risk, and resilience*. Chichester, West Sussex: John Wiley & Sons, Inc. (Chapter 2--pp. 17-32)
- Loper, A.B., Whalen, M. and Will, J. (2015). Inside and out: Family life for parents in prison. In Arditti, J. A., *Family problems: Stress, risk, and resilience*. Chichester, West Sussex: John Wiley & Sons, Inc. (Chapter 4--pp. 50-67)

WEEK EIGHT: OCTOBER 23, 2017

GROUP INTERVENTIONS WITH FAMILIES OR FAMILY THERAPY PRESENTATIONS: (UP TO 3)

MULTISYSTEMIC THEORY

ECOLOGICAL THEORY

FOCUS:

- Attention to the big picture when working with families.

- What is the practitioner's job when the community's lack of power and resources are the issue? (crossing into 'macro' world)

READINGS:

- Ryan, S.T., Cunningham, P.B., Brennan, P.A., and Foster, S.L. (2015). Multisystemic therapy as a strength-based model for working with multiproblem families. In Arditto, J. A., *Family problems: Stress, risk, and resilience*. Chichester, West Sussex: John Wiley & Sons, Inc. (Chapter 19--pp. 305-319.)
- Kaur, P., Pate, H., Fox, S., and Paradisopoulos, D.A. (2015). Sustaining change following multisystemic therapy: Caregivers perspectives. *Journal of Family Therapy* (online)

WEEK NINE: OCTOBER 30, 2017

EXPERIENTIAL WORK/ EMOTION-FOCUSED WORK WITH COUPLES & CHILDREN

FOCUS

- What are the foundational concepts of experiential work? How can we use experiences to teach/ encourage behavior change/ support relationships?
- How do we support a family's ability to notice, acknowledge and allow expression of behavior, emotions, and differences in all its members?
- Are there ethical considerations when teaching a family how to communicate? What cultural awareness is required?
- Family sculpting

READINGS:

- Virginia Satir's Four Communication Styles. Under the Resources Section in Sakai
- Bermudez, D. (2008) Adapting Virginia Satir techniques to Hispanic families. *The Family Journal*, 16 (1), 51-57. doi:10.1177/1066-480707309543
- Brubacher, L. (2006). Integrating emotion-focused therapy with the Satir model. *Journal of Marital and Family Therapy*, 32(2), 141-153.
- Pascual-Leone A., & Greenberg, L.S. (2007) Emotional processing in experiential therapy: Why 'the only way out is through'. *Journal of Consulting and Clinical Psychology*, 75 (6). 875-887. doi: 10.1037/0022-006x.75.6.875
- Sheras P, and Koch-Sheras, P.L. (2008) Commitment first, communication later: Dealing with barriers to effective couples therapy. *Journal of Contemporary Psychotherapy*, 38. 109-117. doi:10.1007/s10879-008-9082-4
- Ellison, J.A., Greenberg, L.S., Goldman, R.N. and Angus, L. (2009) Maintenance of Gains Following Experiential Therapies for Depression. *Journal of Counseling and Clinical Psychology*, 77(1). 103-112.

WEEK TEN: NOVEMBER 6, 2017

MULTIPLE FAMILY GROUPS

FOCUS

- What skills are required when working with multiple families?
- What specific ethical issues are involved?

Tentative: Guest Speaker: Sue Dennison, Professor of Social Work at UNCG

READINGS:

Asen, E. (2002) Multiple family therapy: An overview. *Journal of Family Therapy*, 24. 3-16.

Dennison, S. (1999). Multiple family groups: Practice implications for the 21st century. *Journal of Family Social Work*, 3(3), 29-51.

Psychoeducational multifamily groups (2006) NREPP: SAMHSA'S National Registry of Evidence-Based Programs and Practices. [pdf on Sakai under Resources Section]

Saayman, R.V., Saayman, G.S., & Wiens, S.M. (2006) Training staff in multiple family therapy in a children's psychiatric hospital: From theory to practice. *Journal of Family Therapy*, 28. 404-419.

WEEK ELEVEN: NOVEMBER 13, 2017

POSTER PRESENTATIONS

WEEK TWELVE: NOVEMBER 20, 2017

Guest speaker: Dr. Barbara Haskell, M.D.- retired family practice physician, with expertise in end-of-life issues.

FOCUS

- End of Life decisions
- Talking with families and care providers about end of life choices and decisions-Advance directives
- Explaining death to young family members

WEEK THIRTEEN: NOVEMBER 27, 2017

FAMILIES AGING

Guest Speaker: Dr. Amy D'aprix, cofounder at Essential Conversations Project, Inc.

FOCUS:

- Planning with elderly parents—stress and resilience
- Challenges of caretaking
- Engaging larger systems when family members are chronically disabled or elderly
- Advocating for those with little or no voice

READINGS:

Perry, K.W., (2015). Caring for older adults. In In Arditti, J. A., *Family problems: Stress, risk, and resilience*. Chichester, West Sussex: John Wiley & Sons, Inc. (Chapter 10--pp. 150-166).

Roberto, K.A., Teaster, P.B., and McPherson, M.C. (2015). Abuse in late life. In Arditti, J. A., *Family problems: Stress, risk, and resilience*. Chichester, West Sussex: John Wiley & Sons, Inc. (Chapter 15--pp. 228-248).

WEEK FOURTEEN: DECEMBER 5, 2016

FOCUS:

Commitment to “thinking family”
Discussion of interventions

WRAP UP AND EVALUATION

CLASS ASSIGNMENTS:**PARTICIPATION (15 POINTS)**

Students are expected to attend class sessions. If there is some reason that you cannot attend a class, please contact me by email or phone. You are expected to contribute "meaningfully" to class discussion—that includes completing the necessary readings and actively engaging in conversations either with the whole class or in small group activities. This course focuses on theory and *practice, so simulations are part of our learning*. We are all learners, and mistakes are a part of learning. If you have particular, specific issues about speaking or role playing in class, please let me know. That said, I am a clear supporter of simulations and practice. Your future clients deserve a family practitioner with some experience, and this is a good place to try out that role.

As you practice, you will be expected to complete some reflection prompts which you will share with me. Your willingness to take the reflection seriously and to use it as a learning tool will weigh in the final participation grade.

ASSIGNMENT #1: PRESENTATION OF MARITAL/FAMILY LIFE EDUCATION/ GROUP OR FAMILY INTERVENTION PROGRAM (25 POINTS)

PURPOSE: This assignment asks you to evaluate the use of actual working programs. It also integrates the perspective of empirical research (in addition to authority based expertise) in the program review. In real life, there is seldom an unlimited supply of time for a presentation. Thus the timing for this presentation is tight, and will be held strictly. A handout (no more than one page, at least a 12 font) is expected to supplement what is provided during the stand-up presentation.

ACTIVITY: Working in pairs or by yourself, students will select a real, ongoing marital/family education/enrichment/enhancement/therapeutic program and present it to the class. **An interview with a practitioner, developer, or consumer (*with attendant protections!!*) is required to ground your academic reading in real world experience.**

The review/presentation will cover the following points:

- Name of program and developer(s)
- Content—What is taught?
- Theoretical orientation—What explanatory theories anchor the program?
- Timing—When does it occur in the life cycle?
- Target—Who receives it? Inclusiveness—To what extent is the program sensitive to gender, class, race/ethnicity, sexual orientation, and contextual differences?
- Setting—Where does it take place?
- What is the role of the social worker involved in this program?
- Methods—How is content presented and learned?
 - Time/duration—How much investment in time does the program participation require from a consumer?
- Engagement—How are participants recruited and engaged in the program? For example, is social media utilized by this program?

- Ending—How is termination handled with participants (either by participant or by program)? What is the percentage of completion?
- Outcomes—What are the intended results from participation? How are these results measured? How long are participants tracked to monitor results?
- Assessment tools—What, if any, types of tools are used for assessment/evaluation? How is progress monitored and measured during the course of program implementation?
- Empirical support—By what means and to what extent has the program received empirical support for its efficacy? (Jakubowski et al., 2004—from week three)
- Ethical issues or dilemmas—Do you have ethical concerns about the program as described?
- Name and involvement of interviewee and a short statement about what was gained from this interview

A rubric with a grading point spread will be provided on Sakai. Be creative! You will have specifically **10** minutes to present your summary in class and an additional **10** minutes for class discussion and questions

Product:

- Copies of handout for class. (If copying is a significant problem, let me know)
- Reference List in APA format with at least *three* scholarly sources (Wikipedia and assigned texts are not acceptable choices).
- A presentation that is well structured, answers the questions listed, keeps the audience's attention, uses time wisely, and utilizes the skills of both members of the team

Due Date: Variable depending on student's choice

ASSIGNMENT #2: POSTER/COLLAGE PRESENTATION (25PTS)

Purpose: As scholars, you may be asked to present a model of work in a single poster format. This assignment provides the opportunity to explain a family intervention of your choice to your fellow students. It will require some work to condense the major facets to a specific space, and time.

Activity:

- Choose a family intervention, anywhere along the continuum (life education-therapy). It is strongly encouraged that you use the material and interventions you have chosen for your case study. However, this presentation is NOT about the family in your final assignment. It IS about the intervention itself, the theoretical underpinnings, and the research support available to affirm its use.

Product: Develop a *scholarly* poster or collage

- Information on the poster should include:
 - ✓ Definition of the intervention/ program
 - ✓ Theoretical basis—clarify how the theory and intervention are connected, why this theory with this intervention?
 - ✓ Evidence based supports—for which populations? Allowable adaptations?
 - ✓ Summary of steps/ phases
 - ✓ Most common types of uses
 - ✓ Ethical considerations

Due Date: November 13, 2017

7

ASSIGNMENT #3: CASE STUDY AND INTERVENTION USING A SPECIFIC FAMILY INTERVENTION MODEL (35 POINTS)

Purpose: Too often, when practitioners are asked what models or interventions they use in their agency, their answers are vague, “I don’t know” or the ever present “I’m eclectic” which usually means I use whatever I think of at the moment. As professional social workers, it is incumbent on you to reflect on what models make sense with which populations of consumers. This assignment is an exercise in that process.

Activity: You will choose a family based intervention that you think is most appropriate to use with consumers in the context of you field placement or other situation with which you have experience. (It doesn’t have to be the model that is used currently in that context). Research that supports the use of this model with a similar population will be required to justify its use. With your field instructor’s permission, you may use a real case study from your placement, or may develop a composite. It is wise to include your field instructor in the development of this case study to help you stay true to the population served by your organization/agency. Using the case study and the research about similar interventions, you will write up a synopsis (a step by step process of joining/ assessment questions/ focus of the process/ methods of goal setting and monitoring progress/ expected or allowed length of intervention/ and outcomes, with wording and focus that fits with the model) to demonstrate what you would do.

Products:

- Case study (2 pages maximum)
- Synopses (7-10 pages)
- Research of chosen model and justification with the population chosen (3-5 pages)
- 8 scholarly references minimum, Classroom text is not to be counted as a source.
- Reference list in APA format

Due Date December 4, 2017

Due Dates at a Glance

Dates	Activity	Points
October 2	<u>Family Life Presentations (up to 3)</u>	25pts
October 16	<u>Family Psychoeducation (up to 2)</u>	Pairs
October 23	<u>Groupwork/Family Therapy (up to 3)</u>	
November 13	“Poster” presentations	25pts
December 4	<u>Case study and Intervention</u>	35pts all
Ongoing	<u>Participation</u>	15pts all

RELATED READINGS: (NOT REQUIRED)

- Berkman, B., Maramaldi, P., (2001) Use of standardized measures in agency based research and practice. *Social Work in Health Care*, 34(1-2), 113-129.
doi:10.1080/00981380109517021
- Boss, P. (1999). *Ambiguous loss: Learning to live with unresolved grief*. Cambridge, MA: Harvard University Press. (ISBN 0-674-01738-2) [Paperback]
- Boss, P. (Ed.). (2003). *Family stress: Classic and contemporary readings*. Thousand Oaks, CA: Sage. (ISBN 0-7619-2612-7) [Paperback]
- Bredehoft, D. J., & Walcheski, M. J. (2009). *Family life education: Integrating theory and practice*. St. Paul, MN: National Council on Family Relations. (ISBN 0-916174-69-7) [Paperback]
- Carr, A. (2009) The effectiveness of family therapy and systemic interventions for adult-focused problems. *Journal of Family Therapy*, 31, 46-74.
- Carr, A. (2009) The effectiveness of family therapy and systemic interventions for child-focused problems. *Journal of Family Therapy*, 31, 3-45.
- Carroll, G. (1998) Mundane extreme environmental stress and African American families: The case for recognizing differing realities. *Journal of Comparative Family Studies*. 29(2). 271-284.
- Doherty, W. J. (1995). Boundaries between parent and family education and family therapy: The levels of family involvement model. *Family Relations*, 44, 353-358.
- Edwards, J.T. (2011) *Working with families: Guidelines & techniques*. Hoboken, New Jersey: John Wiley & Sons, Inc. pp. 1-31.
- Elliott, R., & Greenberg, L.S. (2007) The essence of process-experiential/Emotion-focused therapy. *American Journal of Psychotherapy*, 61(3), 241-254.
- Gentry, Q.M., Elifson, K. and Sterk, C. (2005) Aiming for more relevant HIV risk reduction: A Black feminist perspective for enhancing HIV intervention for low-income African American women. *AIDS Education and Prevention*, 17(3), 238-252.
- Harris, M. B., & Franklin, C. (2007). *Taking charge: A school-based life skills group curriculum for adolescent mothers*. New York: Oxford University Press.
- Hawkins, D. N., & Booth, A. (2005). Unhappily ever after: Effects of long-term, low-quality marriages on well-being. *Social Forces*, 84, 445-465.
- Kilpatrick, A.C. & Holland T.P. (2006) Theory base and contextual practice: metatheories for working with families at four levels of need. In *Working with families: An integrative model by level of need*. Pp1-13)
- Dawson, D.M., Dawson, T.E., Kieffer, K.M., Perez, L.M., Burke, J., and Kier, F.J. (2001) An integrated feminist/Cognitive-behavioral and psychodynamic group treatment model for men who abuse their partners. *Psychology of Men and Masculinity*. 2(2) 86-99.
- Ledermann, T., Bodenmann, G. and Cina, A. (2007). The efficacy of the couples coping enhancement training (CCET) in improving relationship quality. *Journal of Social and Clinical Psychology*, 26 (8), 940-959.
- Mullen, E.J., & Shuluk, J. (2011) Outcomes of social work intervention in the context of evidence-based practice. *Journal of Social Work*, 11(1). 49-63. DOI: 10.1177/14680173110381309

- Ortega, S., Beauchemin, A. and Kaniskan, R. B. (2008) Building resilience in families with young children exposed to violence: The Safe Start Initiative pilot study. *Best Practices in Mental Health* 4(1) 48-64.
- Pincus, D.B. and Friedman, A.G. (2004) Improving children's coping with everyday stress: Transporting treatment interventions to the school setting. *Clinical Child and Family Psychology Review* 7(4) 223-240.
- Patterson, J., Williams, L., Grauf-Grounds, C., & Chamov, L. (1998). *Essential skills in family therapy: From the first interview to termination*. New York: Guilford Press.
- Piercy, F.P., Sprenkle, D.H., & Wetchler, J.L. (1996). *Family therapy sourcebook* (2nd Ed.). New York: Guilford Press.
- Powers, J. D., Bowen, G. L., & Rose, R. (2005). Using social environment assets to identify intervention strategies for promoting school success. *Children & Schools*, 27, 177-187.
- Revenson, T. A. Kayser, K., & Bodenmann, G. (2005). *Couples coping with stress: Emerging perspectives on dyadic coping*. Washington, DC: APA.
- Rosenberg, S., Rosenberg, J., Huygen, C. & Klein, E. (2005) No need to hide: Out of the closet and mentally ill. *Best Practices in Mental Health*, 1(1), 72-85.
- Thompson, S.J., Bender, K., Cardoso, J.B. & Flynn, P.M. (2011) Experiential activities in family therapy: Perceptions of caregivers & youth. *Journal of Child & Family Studies*, 20(5). 560-568. Doi: 10.1007/s10826-010-9428-x