



USC | School of Social Work

Social Work 602 Section # 67310 VAC

Advanced Theory and Clinical Interventions with Families

3 Units

Spring 2017

Instructor: Bianca Harper, DSW, LCSW
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Office Hours: By appointment

Course Day: Wednesday
Course Time: 5:40PM-7:00PM (PST)
Course Location: VAC

I. COURSE PREREQUISITES

SOWK 505 and SOWK 545

II. CATALOGUE DESCRIPTION

Advances students' knowledge and clinical skills working with diverse urban families experiencing various stressors. Exploration and application of a range of family therapy models.

III. COURSE DESCRIPTION

This course advances students' theoretical knowledge and clinical practice skills in working with families. Viewing the family as the unit of attention, the course utilizes a family systems perspective and integrates concepts such as family stress and resilience, family life cycle theory, and the problem-solving process in understanding and treating families through the phases of treatment, from engagement and assessment to termination, evaluation, and follow-up.

Emphasis is placed on the development and enhancement of knowledge, skill, theories, and values specific to clinical family practice. Various family therapy models will be introduced, with an emphasis on

those substantiated by evidence-based research. Theories of the family, family development and diverse family structures are examined. Several specific issues commonly faced by families in urban environments such as poverty and violence as well as race/ethnicity and oppression are also examined.

IV. COURSE OBJECTIVES

The Advanced Theory and Clinical Interventions with Families course (SOWK 602) will:

Objective #	Objectives
1	Assist students to critically examine theories of family development, family stress and resilience and the systems paradigm and provide them with opportunities to develop a framework for understanding the problems faced by children and families.
2	Assist students to develop skills with which to analyze the influence of communities, neighborhoods, and cultures on families.
3	Teach students to integrate theories and empirical research knowledge while designing and implementing EBP interventions of various family treatment models.
4	Provide students with opportunities to activate the treatment process after selecting from a variety of family theories and interventions to match the family’s needs and diversity-related factors all the while demonstrating a commitment to social justice.
5	Provide students with opportunities to develop a heightened sense of one’s own values resulting from one’s demographic status and life experiences which may influence treatment, and assist students to use him/herself sensitively and effectively when working with diverse client populations.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

The format of the course will consist of didactic instruction and experiential exercises. Case vignettes, videos, and role plays will also be used to facilitate the students’ learning. These exercises may include the use of videotapes, role-play, or structured small group exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

VI. STUDENT LEARNING OUTCOMES

Student learning for this course relates to one or more of the following nine social work core competencies:

Social Work Core Competencies	SOWK 602	Course Objective
1 Demonstrate Ethical and Professional Behavior		
2 Engage in Diversity and Difference in Practice	X	2, 5
3 Advance Human Rights and Social, Economic, and Environmental Justice		
4 Engage in Practice-informed Research and Research-informed Practice		

5	Engage in Policy Practice		
6	Engage with Individuals, Families, Groups, Organizations, and Communities	x	2, 4
7	Assess Individuals, Families, Groups, Organizations, and Communities	x	1
8	Intervene with Individuals, Families, Groups, Organizations, and Communities	x	3, 4
9	Evaluate Practice with Individuals, Families, Groups, Organizations and Communities		

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
Demonstrate Ethical and Professional Behavior: <ul style="list-style-type: none"> ▪ Understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels ▪ Understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas ▪ Recognize personal values and the distinction between personal and professional values and understand how their personal experiences and affective reactions influence their professional judgment and behavior ▪ Understand the profession's history, its mission, and the roles and responsibilities of the profession ▪ Understand the role of other professions when engaged in inter-professional teams ▪ Recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective ▪ Understand emerging forms of technology and the ethical use of technology in social work practice 	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	
	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	
	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	
	Use technology ethically and appropriately to facilitate practice outcomes;	
	Use supervision and consultation to guide professional judgment and behavior.	

<p>Engage in Diversity and Difference in Practice:</p> <ul style="list-style-type: none"> Understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. 	<p>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p>	<p>Assignments 1 Class participation</p>
	<p>Present themselves as learners and engage clients and constituencies as experts of their own experiences;</p>	
	<p>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p>Assignment 1, class participation</p>

<p>Advance Human Rights and Social, Economic, and Environmental Justice:</p> <ul style="list-style-type: none"> Understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education Understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. 	<p>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;</p>	
	<p>Engage in practices that advance social, economic, and environmental justice</p>	

<p>Engage In Practice-informed Research and Research-informed Practice:</p> <ul style="list-style-type: none"> ▪ Understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. ▪ Know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. ▪ Understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. ▪ Understand the processes for translating research findings into effective practice. 	<p>Use practice experience and theory to inform scientific inquiry and research.</p>	
	<p>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</p>	
	<p>Use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	

<p>Engage in Policy Practice:</p> <ul style="list-style-type: none"> ▪ Understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. ▪ Understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. ▪ Understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. ▪ Recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. ▪ Knowledgeable about policy formulation, analysis, implementation, and evaluation. 	<p>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</p>	
	<p>Assess how social welfare and economic policies impact the delivery of and access to social services.</p>	
	<p>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	

<p>Engage with Individuals, Families, Groups, Organizations, and Communities:</p>	<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p>	<p>Assignment 3</p>
<ul style="list-style-type: none"> ▪ Understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. ▪ Value the importance of human relationships. ▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. ▪ Understand strategies to engage diverse clients and constituencies to advance practice effectiveness. ▪ Understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. ▪ Value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. 	<p>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	<p>Assignment 2, class participation</p>

<p>Assess Individuals, Families, Groups, Organizations, and Communities:</p> <ul style="list-style-type: none"> ▪ Understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. ▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. ▪ Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. ▪ Recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. ▪ Understand how their personal experiences and affective reactions may affect their assessment and decision-making. 	<p>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</p>	<p>2, 3</p>
	<p>Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</p>	<p>1, 3</p>
	<p>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</p>	<p>2, 3</p>
	<p>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>	<p>3</p>

<p>Intervene with Individuals, Families, Groups, Organizations, and Communities:</p> <ul style="list-style-type: none"> ▪ Understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. ▪ Knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. ▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. ▪ Understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. ▪ Value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. 	<p>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p>	<p>3</p>
	<p>Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</p>	<p>3</p>
	<p>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</p>	
	<p>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</p>	<p>2</p>
	<p>Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	<p>3</p>

<p>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:</p> <ul style="list-style-type: none"> Understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. 	Select and use appropriate methods for evaluation of outcomes.	
	Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	
	Critically analyze, monitor, and evaluate intervention and program Processes and outcomes.	
	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: A Critical Family Transition Paper	Unit 7	35%
Assignment 2: A Small Group Presentation	TBA	15%
Assignment 3: A Scholarly Research and Intervention Paper	Unit 15	40%
Class Participation	Ongoing	10%

Each of these major assignments is described below.

Assignment 1: A Critical Family Transition Paper (35%)

Students will write a 7-8 page paper in which they will apply concepts from the first six weeks of class and class readings to examine and discuss a critical transition in family life in the student's family of origin.

The paper will include ethnic and cultural dimensions, as well as reflection on the implications for the student's work with clients.

Due: Unit 7

This assignment relates to student learning outcomes 1, 5, and 8-10.

Assignment 2: A Small Group Presentation (15%)

Students will form small groups of two students per group. Students will present a case from field, including a family assessment and a discussion of the family-worker relationships. Students will integrate relevant article(s) from the course readings and demonstrate how these readings inform their work with this family. Finally, students will present a consultation question for a class discussion.

This assignment relates to student learning outcomes 2, 3, 7, 8, 10, 12, and 14.

Due: TBA

Assignment 3: A Scholarly Research and Intervention Paper (40%)

Students will write a scholarly paper which integrates the theoretical and practice dimensions of the course. The student will select and examine a problem area he/she is dealing with in field placement (substance abuse, divorce and separation, foster placement, mental illness of a family member, etc.), including theories of etiology and effects on the family system. The student will research and present evidence-based interventions for this type of problem. Finally, from the available models of family-focused treatment, the student will select one model and present it in detail from engagement to termination and follow-up. A case from field will be used to illustrate the discussion.

This assignment relates to students learning outcomes 5, 7, 8, and 12-15.

- **Please note: A one page proposal of this paper describing the topic, theories and interventions to be reviewed is due on week 9 for approval by the professor.**

Due: Unit 15

Class Participation (10% of Course Grade)

It is expected that students will attend class regularly, participate in the class discussions, and submit work promptly. Failure to meet these expectations may result in reduction in grades.

Your involvement in this class is considered essential to your growth as a practitioner. You will be asked to discuss the material assigned, participate in role-playing, exercises, etc. Knowing the "right" answers is not nearly as important as being willing to risk, explore your ideas, and be open to new information and ideas. Your presence in class along with preparation by having read and considered the assignments, and participation in discussion is essential. Participation on a course website (message board/chat room) if developed, also constitutes meaningful class participation.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.89	B-	80 – 82	B-
2.25 – 2.59	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

Guidelines for Evaluating Class Participation

10: Outstanding Contributor: Contributions in class reflect exceptional preparation and participation is substantial. Ideas offered are always substantive, provides one or more major insights as well as direction for the class. Application to cases held is on target and on topic. Challenges are well substantiated, persuasively presented, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion would be diminished markedly. Exemplary behavior in experiential exercises demonstrating on target behavior in role plays, small group discussions, and other activities.

9: Very Good Contributor: Contributions in class reflect thorough preparation and frequency in participation is high. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Application to cases held is usually on target and on topic. Challenges are well substantiated, often persuasive, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion would be diminished. Good activity in experiential exercises demonstrating behavior that is usually on target in role plays, small group discussions, and other activities.

8: Good Contributor: Contributions in class reflect solid preparation. Ideas offered are usually substantive and participation is very regular, provides generally useful insights but seldom offer a new direction for the discussion. Sometimes provides application of class material to cases held. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive with good comportment. If this person were not a member of the class, the quality of discussion would be diminished somewhat. Behavior in experiential exercises demonstrates good understanding of methods in role plays, small group discussions, and other activities.

7: Adequate Contributor: Contributions in class reflect some preparation. Ideas offered are somewhat substantive, provides some insights but seldom offers a new direction for the discussion. Participation is somewhat regular. Challenges are sometimes presented, and are sometimes persuasive with adequate comportment. If this person were not a member of the class, the quality of discussion would be diminished slightly. Occasionally applies class content to cases. Behavior in experiential exercises is occasionally sporadically on target demonstrating uneven understanding of methods in role plays, small group discussions, and other activities.

6: Inadequate: This student says little in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed. Does not participate actively in exercises but sits almost silently and does not ever present material to the class from exercises. Does not appear to be engaged.

USC School of Social Work Grading Standards

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School:

1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have demonstrated by the student.

(2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment.

(3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.

(4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.

(5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.

(6) Grades between C- to F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

Nichols, M. P. (2014). *The essentials of family therapy* (6th ed.). Boston, MA: Allyn and Bacon.

Taibbi, R. (2007). *Doing Family Therapy: Craft and Creativity in Clinical Practice* (2nd ed.). New York, NY: Guilford Press.

Recommended Textbook

The following text may be helpful to students in a general way while in the MSW program. It is not specifically related to this class, and is not a required text.

Boyd-Franklin, N. (2000). *Reaching out in family therapy home-based, school & community interventions*. New York, NY: Guilford Press.

We also recommend that students consider purchasing the DSM 5. While not required for the course, we will be referring to the DSM, and it is a useful addition to students' personal reference libraries.

On Reserve

All additional required readings that are not in the above required texts are available online through electronic reserve (ARES) under instructor name: Michal Sela-Amit.

Course Schedule—Detailed Description

Unit 1: An Overview of Families and Advanced Social Work Practice with Families

Topics

- Advanced social work practice with families
- Family therapy as evidence -based practice
- Definitions and contexts of family
- Current trends in family composition
- Family transitions and stress
- Coping and resilience in families
- Prevention and family work

This Unit relates to course objectives 1 and 5

Required Readings

- Nichols, M. P. (2014). The foundations of family therapy. In *The essentials of family therapy* (6th ed. pp. 1-6). Boston: Pearson.
- Nichols, M. P. (2014). The evolution of family therapy. In *The essentials of family therapy* (6th ed., pp. 7-26). Boston: Pearson.
- Nichols, M. P. (2014). Basic techniques of family therapy. In *The essentials of family therapy* (6th ed., pp. 29-47). Boston: Pearson.
- Price, S., Price, C. & McKenry, P. (2010). Families coping with change: A conceptual overview. In *Families and change: Coping with stressful events and transitions* (pp. 1-25). Thousand Oaks, CA: Sage, Publication.
- Taibbi, R. (2007). Family therapy: Welcome to Oz. In *Doing family therapy: Craft and creativity in clinical practice* (2nd ed., pp. 1-6.). New York: Guilford Press.

Recommended Readings

- Cowan, P. A., Cowan, C. P., Pruett, M. K., Pruett, K. and Wong, J. (2009), Promoting fathers' engagement with children: Preventive interventions for low-income families. *Journal of Marriage and Family*, 71: 663–679.
- Simon, J. B., Murphy, J. J., & Smith, S. M. (2005). Understanding and fostering family resilience. *The Family Journal*, 13(4), 427-436.

Unit 2: The Impact of Policy and Macro Systems on Families**Topics**

- Access to healthcare and education
- Minimum Wage and Economic Policies
- The Judicial System
- Immigration Law
- Public Welfare

This Unit relates to course objectives 1, 2, and 5.

Required Readings

Ayon, C.(2014). Service needs among Latino immigrant families: Implications for social work practice. *Social Work(59)1*, pp. 13-22.

Guendelman, V., Angulo, V., & Oman, D. (2005). Access to health care for children and adolescents in working poor families: Recent findings from California. *Medical Care(43)1*, 68-78.

Hill, T. & Cain, D. (2014). Perceived welfare caseworker support and psychological distress among low-income urban women with children. *Social Work(57)4*, 353-360.

Zayas, L. & Bradlee, M. (2014). Exiling children, creating orphans: When immigration policies hurt citizens. *Social Work (59) 2*, 167-175.

Recommended Readings

Caplan, M. A. (2014). Communities respond to predatory lending. *Social Work(59)2*, 149-156.

Padilla, Y., Scott, J., & Lopez, O. (2014). Economic insecurity and access to the social safety net among Latino farmworker families. *Social Work (59)2*, 157-165.

Unit 3: Family Identity, Attachment in Families, Theories of Family Development**Topics**

- How families develop a common identity
- Family traditions and myths
- Family identification with external systems
- Attachment in the family
- Cultural differences in family life and attachment styles
- Traditional and contemporary theories of family development

Required Readings

Brown, D., Rodgers, Y., & Kapadia, K. (2008). Multicultural considerations for the application of attachment theory. *American Journal of Psychotherapy(62)4*, 353-363.

Laszloffly, R. (2002). Rethinking family development theory: Teaching with the Systemic Family Development (SFD) model. *Family Relations*, 51(3), 206-215.

Nichols, M. P. (2014). The fundamental concepts of family therapy. In *The essentials of family therapy*, 6th ed., pp 50-66. Boston: Pearson.

Shapiro, J. (2010). Attachment in the family context: Insights from development and clinical work. In *Adult attachment in clinical social work practice: Practice, research, and policy* (pp. 147-172). New York, NY: Springer.

Taibbi, R. (2007). Of theory, philosophy, and courage. In *Doing family therapy: Craft and creativity in clinical practice* (2nd ed., pp. 7-15). New York: Guilford Press.

Recommended Readings

Byng-Hall, J. (2008). The crucial roles of attachment in family therapy. *Family Therapy*, 30(2), 129-146.

Spagnola, M., Fiese, B. H. (2007). Family routines and rituals: A context for development in the lives of young children. *Infants and Young Children*, 20(4), 284-299.

Unit 4: Family Assessment Using Systems Theory, Structural Family Therapy and Bowen Family System Therapy

Topics

- Assessment and the Beginning Phase of family treatment
- Integrating theory with assessment and treatment
- Applying Systems Theory to families
- A Structural Family approach to assessment
- Bowen's Family System Therapy

This Unit relates to course objectives 1, 3, and 4.

Nichols, M. P. (2014). Bowen family systems therapy. In *The essentials of family therapy* (6th ed., pp. 69-87). Boston, MA: Pearson.

Nichols, M. P. (2014). Structural family therapy. In *The essentials of family therapy* (6th ed., pp. 110-127). Boston, MA: Pearson.

Taibbi, R. (2007). Great beginnings. In *Doing family therapy: Craft and creativity in clinical practice* (2nd ed., pp. 63-84). New York, NY: Guilford Press.

Taibbi, R. (2007). In the beginning: Great expectations. In *Doing family therapy: Craft and creativity in clinical practice* (2nd ed., pp. 47-62). New York, NY: Guilford Press.

Recommended Readings

Carr, A. (2009). The effectiveness of family therapy and systemic Interventions for child focused problems. *Journal of Family Therapy*, 31(1), 3-45.

Mourad, M. R., & Carolan, M. T. A. (2010). An ecological approach to culturally sensitive intervention for Arab American women and their families. *The Family Journal*, 18(2), 178-183.

Unit 5: Multigenerational Family Therapy and the Family Genogram

Topics

- The family system in diverse cultures
- Addressing the challenges and needs of diverse families
- Principles and process of multigenerational family therapy
- The Family Genogram
- Spirituality in family treatment

Required Readings

- Butler, J. (2008). The family diagram and genogram: Comparisons and contrasts. *The American Journal of Family Therapy*, 36(3), 169-180.
- Johnston, J., Bailey W., & Wilson, G. (2014). Mechanisms for fostering multigenerational resilience. *Contemporary Family Therapy*, (36)1, 148-161.
- McCullough-Chavis, A., & Waites, C. (2004). Genograms with African American families: Considering cultural context. *Journal of Family Social Work*, 8(2), 1-21.
- Walsh, F. (2010). Spiritual diversity: Multifaith perspectives in family therapy. *Family Process*, 49(3), 330-348.

Recommended Readings

- Boyd-Franklin, N. (2010). Incorporating spirituality and religion into the treatment of African American clients. *The Counseling Psychologist*, 38(7), 976-1000.
- Duarte-Velez, Y., Bernal, G., and Bonilla, K. (2010). Culturally adapted cognitive-behavioral therapy: Integrating sexual, spiritual, and family identities in an evidence-based treatment of a depressed Latino adolescent. *Journal of Clinical Psychology: In Session* (66)8, pp. 895-906

Unit 6: Family Cognitive Behavioral Therapy

Topics

- Review of cognitive-behavioral theory
- Theory of social exchange
- The A-B-C Process
- Behavior disorders and cognitive distortions
- How therapy works
- Therapeutic techniques
- Family schemas
- Family CBT with culturally diverse families

Required Readings

Dattilio, F. and Epstein, N. (2005). Introduction to the special section: The role of cognitive-behavioral interventions in couple and family therapy. *Journal of Marital and Family Therapy*, (31)1, pp. 7-11.

Duarte-Velez, Y., Bernal, G., and Bonilla, K. (2010). Culturally adapted cognitive-behavioral therapy: Integrating sexual, spiritual, and family identities in an evidence-based treatment of a depressed Latino adolescent. *Journal of Clinical Psychology: In Session* (66)8, pp. 895-906.

Nichols, M. (2014). Cognitive-behavioral family therapy. In *The Essentials of Family Therapy*, 6th ed. Boston: Pearson, pp. 166-186.

Taibbi, R. (2007). The middle stage: Are we there yet?. In *Doing family therapy: Craft and creativity in clinical practice* (2nd ed., pp. 85-102). New York, NY: Guilford Press

Unit 7: Post-Modernist Theory and Narrative Family Therapy

Due Today - Assignment 1: A Critical Family Transition Paper

Topics

- Post-Modernist developments in family therapy
- Evolution of narrative family therapy
- Therapy strategies and processes
- Working with Central American families

This Unit relates to course objectives 1-4.

Required Readings

Hernandez, M. (2005). Central American families. In McGoldrick, M., Giordano, J., & Pearce, J. K. (Eds.), *Ethnicity and family therapy* (3rd ed., pp. 178-192). New York, NY: Guilford Press.

Nichols, M. P. (2014). Narrative therapy. In *The essentials of family therapy* (6th ed., pp. 243-257). Boston, MA: Pearson

White, M., & Epston, D. (1997). Externalizing the problem. In *Narrative means to therapeutic ends* (pp. 38-76). New York, NY: Norton. (classic)

White, M. (2007). Re-authoring conversations. In *Maps of narrative practice* (pp.61-83). New York, NY: Norton.

Saltzburg, S. (2007). Narrative therapy pathways for re-authoring with parents of adolescents coming-out as lesbian, gay, and bisexual. *Contemporary Family Therapy*, 29(1), 57-69.

Recommended Readings

Nichols, M. P. (2011). Therapy in the twenty-first century. In *The essentials of family therapy* (5th ed., pp. 190-219). Boston, MA: Allyn and Bacon.

Morgan, A. (2000). What is Narrative Therapy? An easy-to-read introduction (pp 1-16). Adelaide, Australia: Dulwich Center Publications.

Unit 8: Solution-Focused Family Therapy

Topics

- Evolution of solution focused therapy
- Assumptions of the model
- Strategies and processes of therapy

This Unit relates to course objectives 1-4.

Required Readings

Bond, C., Woods, K., Humphrey, N., Symes, W., & Green L. (2013). Practitioner Review: The effectiveness of solution focused brief therapy with children and families: A systemic and critical evaluation of the literature from 1990- 2010. *Journal of Child Psychology and Psychiatry*, 54 (7), 707-723.

De Castro, S. & Guterman, J. T. (2008). Solution-Focused therapy for families coping with suicide. *Journal of Marital and Family Therapy*, 34(1), 93–106.

Hernandez, P., Almeida, R., & Dolan-Delvecchio, K. (2005). Critical consciousness, accountability and empowerment: Key processes for helping families heal. *Family Process*, 44(1), 105-119.

Nichols, M. P. (2014). Solution-focused therapy. In *The essentials of family therapy* (6th ed., pp. 225-240). Boston, MA: Pearson.

Recommended Readings

Seedall, R. (2009). Enhancing change process in solution-focused brief therapy by utilizing couple enactments. *The American Journal of Family Therapy*, 37(2), 99-113.

Unit 9: Disruption and Crisis: Separation, Divorce, and Blended Families

Due Today-Final Paper Proposal

Topics

- Family practice with separation and divorce
- Working with blended families

Required Readings

Ahrons, C. (2007). Family ties after divorce: Long-term implications for children. *Family Process*, 46(1), 53-65.

Cooper, C., McLanahan, S., Meadows, S., & Brooks-Gunn, J. (2009). Family structure transitions and maternal parenting stress. *Journal of Marriage and Family*, 71(3), 558-572.

- Greeff, A., & Du Tott, C. (2009). Resilience in remarried families. *The American Journal of Family Therapy, 37*(2), 114-126.
- Lebow, J., & Rekart, K. N. (2007). Integrative family therapy for high-conflict divorce with disputes over child custody and visitation. *Family Process, 46*(1), 79-91.
- Spillane-Grieco, E. (2000). Cognitive-Behavioral family therapy with a family in high-conflict divorce: A case study. *Journal of Clinical Social Work, (28)*1, pp. 105-1

Recommended Readings

- Ganong, L. H., Coleman, M., & Jamison, T. (2011). Patterns of stepchild – stepparent relationship development. *Journal of Marriage and Family, 73*(2), 396-413.
- Visher, E. B., Visher, J. S., & Pasley, K. (2003). Remarriage, families, and stepparenting. In Walsh, F. (Ed.), *Normal family processes* (3rd ed., pp. 153-175). New York, NY: Guilford Press.
- Potter, D. (2010). Psychosocial well-being and the relationship between divorce and children's academic achievement. *Journal of Marriage and Family, 72*(4), 933-946.

Unit 10: Chronic Illness, Loss, and Bereavement in the Family

Topics

- Children's bereavement
- Therapy with bereaved families
- Chronic Illness and disability in the family

Required Readings

- Cohen, T., Mannarino, A., & Deblinger, E. (2006). The impact of trauma and grief on children and families. In *Treating trauma and traumatic grief in children and adolescents* (pp 3-19). New York, NY: Guilford.
- Kissane, D. W., McKenzie, M., Bloch, M., Moskowitz, C., McKenzie, D., & O'Neill, I. (2006). Family focused grief therapy: A randomized, controlled trial in palliative care and bereavement. *American Journal of Psychiatry, 163*(7), 1208-1218.
- Blacker, S., & Jordan, A. R. (2004). Working with families facing life-threatening illness in a medical setting. In J. Berzoff & P. Silverman (Eds.), *Living with dying: A handbook for end-of-life healthcare practitioners* (pp. 548-570). New York: Columbia University Press.
- Libow, J. (2006). Chronic illness and family coping. In Combrinck-Graham, L. (Ed.), *Children in family contexts: Perspectives on treatment* (2nd ed., pp. 213-230). New York, NY: Guilford Press.
- Worden, W. (2009). Grief and family systems. In *Grief counseling and grief therapy: A Handbook for the mental health practitioners* (4th ed. pp. 217-259). New York, NY: Springer.

Recommended Readings

Barlow, C. A., & Coleman, H. (2003). The healing alliance: How families use social support after a suicide. *Omega: The Journal of Death and Dying*, 47(3), 187-201.

Wood, B. L., Lim, J. Miller, B. D., Cheah, P., Zwetsch, T., Ramesh, S., & Simmens, S. (2008). Testing the biobehavioral family model in pediatric asthma: Pathways of effect. *Family Process*, 47(1), 21-40.

Unit 11: Substance Abuse: Family Perspectives

Topics

- Substance abuse effects on the family
- Family treatment with substance abusing adolescents
- Family treatment with a substance abusing parent or caregiver

Required Readings

Austin, A., & Macgowan, M. (2005). Effective family-based interventions for adolescents with Substance use problems: A systemic review. *Research on Social Work Practice*, 15(2), 67-83.

Springer, D., & Orsbon, S. (2000). Families helping families: Implementing a multi-family therapy group with substance-abusing adolescents. *Health and Social Work*, 27(3), 204-207.

Morgan, T. B., Crane, D., & Russell, C. D. (2010). Cost-effectiveness of family-based substance abuse treatment. *Journal of Marital and Family Therapy*. 36(4), 486-498.

Thombs, D. (2006). Conditioning models and approaches: A contingency management. In *Introduction to addictive behaviors* (pp. 135-159). New York, NY: Guilford Press.

Liddle, H., Rowe, C., Dakof, G. A., Henderson, C., & Greenbaum, P. (2009). Multidimensional family therapy for young adolescent substance abuse: Twelve-month outcomes of a randomized controlled trial. *Journal of Consulting and Clinical Psychology*, 77(1), 12-25.

Recommended Readings

Burlew, A. K., Johnson, C., Smith, S., Sanders, A., Hall, R., Lampkin, B. and Schwaderer, M. (2013). Parenting and problem behaviors in children of substance abusing parents. *Child and Adolescent Mental Health*, 18: 231–239.

Down, A. B., Seedall, R. B., Taylor, N. C., & Downs, K. J. (2014). Attachment-based considerations for addressing adolescent substance use (ASU) in a family context. *The American Journal of Family Therapy*, published on-line, 1-16, DOI: [10.1080/01926187.2014.935683](https://doi.org/10.1080/01926187.2014.935683)

Hohman, M. (1998) Motivational interviewing: An intervention tool for child welfare workers working with substance-abusing parents. *Child Welfare*, 77(3), 275-290

Santisteban, D., & Maite, M. (2009). Culturally informed and flexible family-based treatment for adolescents: A tailored and integrative treatment for Hispanic Youth. *Family Process*, 48(2), 253-268.

Unit 12: Domestic Violence: Partner Abuse and Child Abuse**Topics**

- Family treatment in domestic violence
- Working with families with child abuse
- Intergenerational cycle of abuse

This Unit relates to course objectives 1-5.

Required Readings

Jouriles, E., McDonald, R., Slep, A., Heyman, R., & Garrido, E. (2008). Child abuse in the context of domestic violence: Prevalence, explanations, and practice implications. *Violence and Victims*, 23(2), 221-35.

Sousa, C., Herrenkohl, T. I., Moylan, C. A., Tajima, E. A., Klika, J. B., Herrenkohl, R. C., Russo, M. J. (2011). Longitudinal study on the effects of child abuse and children's exposure to domestic violence, parent-child attachments, and antisocial behavior in adolescent. *Journal of Interpersonal Violence*, 26 (1), 111-136.

Jackson, N. A. (2007). Same-sex domestic violence: Myths, facts, correlates, treatment, and prevention strategies. In Roberts, A. R., (Ed.) *Battered women and their families: Intervention strategies and treatment programs* (pp. 451-470). New York, NY: Springer Publishing Company.

Dixon, L., Browne, K., Hamilton-Giachritsis, C. (2009). Patterns of risk and protective factors in the intergenerational cycle of maltreatment. *Journal of Family Violence*, 24(2), 111-122.

Recommended Readings

Moe, A. M. (2009). Battered women, children, and the end of abusive relationships. *Affilia: Journal of Women and Social Work*, 24(3), 244–256.

Shamai, M. (2000). Rebirth of the self: How battered women experience treatment. *Clinical Social Work Journal*, 28, 85–103.

Zosky, D. (2003). Projective identification as a contributor to domestic violence. *Clinical Social Work Journal*, 31(4), 419–431.

Hare, A. L., Miga, E. M., & Allen, J. P. (2009). Intergenerational transmission of aggression in romantic relationships: The moderating role of attachment security. *Journal of Family Psychology*, 23(6), 808–818.

Unit 13: Out-of-Home Care of Children: Foster Care, Residential Treatment, and Adoption**Topics**

- Prevention of out-of-home care
- Implications of out-of-home placement
- Foster care

- Residential treatment
- Reunification
- Preparing the child and the family for adoption
- Supporting post-placement adjustment

Required Readings

- Belanger, K., Copeland, S., & Cheung, M. (2008). The role of faith in adoption: Achieving positive adoption outcomes for African American children. *Child Welfare, 87*(2), 99-123.
- Blau, Caldwell, & Lieberman (2014). Chapter 2 in *Residential Interventions for Children, Adolescents, and Families: A Best Practices Guide*.
- Kirk, R. and Griffith, D (2004). Intensive family preservation services: Demonstrating placement prevention using event history analysis. *Social Work Research, 28*(1), pp. 5-16.
- Petra, M. & Kohl, P. (2010). Pathways Triple P and the child welfare system: A promising fit. *Children and Youth Services Review, 32* (4), 611-618.
- Wind, L., Brooks, D., & Barth, R. (2009). Influence of risk history and adoption preparation on post-adoption services use in U.S. adoptions. *Family Relations, 56*(4), 378-389.

Recommended Readings

- Capello, D. (2006). Recruiting Hispanic foster parents: Issues of culture, language and social policy. *Families in Society, 87*(4), 529-535.
- Fish, B., & Chapman, B. (2004). Mental health risks to infants and toddlers in foster care. *Clinical Social Work Journal, 32*(2), 121-140.
- Freeark, K., et al (2005). Gender differences and dynamics shaping the adoption life cycle: Review of the literature and recommendations. *American Journal of Orthopsychiatry*(75)1, pp. 86-101.
- Strolin-Goltzman, j., Koller, S., & Trinkle, J. (2010). Listening to the voices of children in foster care: Youths speak out about child welfare workforce turnover and selection. *Social Work, 55*(1). 47-53.

Unit 14: Intervention with Homeless Families and Families with Incarcerated or Deported Parents

Topics

- Family practice with Homeless Families
- Family separation due to parental incarceration
- Family separation due to parental deportation

Required Readings

- Barrow, S., & Laborde, N. (2008). Invisible mothers: Parenting by homeless mothers separated from their children. *Gender Issues. 25*(3), 157-172.
- Frankel, P., Hameline, T., & Shannon, M. (2009). Narrative and collaborative practices in work with families that are homeless. *Marital and Family Therapy, 35*(3), 325-342.

Johnson, E. and Easterling, B. (2012). Understanding unique effects of parental incarceration on children: Challenges, progress, and recommendations. *Journal of Marriage and Family*, 74(4), pp. 342-356.

Pumariega, A. and Rothe, E. (2010). Leaving no children or families outside: The challenges of immigration. *American Journal of Orthopsychiatry*, 80(4), pp. 505-515.

Suarez-Orozco, C., Bang, H., & Kim, H. (2011). I felt like my heart was staying behind: Psychological implications of family separations & reunifications for immigrant youth. *Journal of Adolescent Research* (26)2, pp.222-257.

Recommended Readings

Murray, J. and Murray L. (2010). Parental incarceration, attachment and child psychopathology. *Attachment & Human Development*, 12(4), pp. 289-309.

Schuyler, W. and Baily, C.(2013). Parental deportation, families, and mental health. *Journal of the American Academy of Child & Adolescent Psychiatry*, 52(5), pp. 451-453.

Slesnick, N. and Gizem, E. (2013). Efficacy of ecologically-based treatment with substance-abusing homeless mothers: Substance use and housing outcomes. *Journal of Substance Abuse Treatment*

Unit 15: Integration and Synthesis: Schools of Therapy

Due Today-Assignment 3: A Scholarly Research and Intervention Paper

Topics

- Integration and synthesis: Commonalities among schools of therapy
- EBP in family therapy
- Self-reflection and evolving as a family practitioner

Required Readings

Nichols, M. P. (2014). Comparative analysis. In *The essentials of family therapy* (6th ed., pp. 259-280). Boston, MA: Allyn and Bacon.

Sprenkle, D. H., Davis, S., & Lebow J. L. (2009). Common factors unique to couple and family therapy. In *The common factors in couple and family therapy*, pp. 34-45. New York, NY: Guilford Press.

Taibbi, R. (2007). Staying sane: Survival tips for therapists. In *Doing Family Therapy: Craft and Creativity in Clinical Practice*, 2nd ed., pp. 251-264. New York: Guilford Press.

Taibbi, R. (2007). The lessons of therapy. In *Doing Family Therapy: Craft and Creativity in Clinical Practice*, 2nd ed, pp. 265-272. New York: Guilford Press.

University Policies and Guidelines

IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

X. ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

XI. SUPPORT SYSTEMS

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

XII. STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official "Incomplete Completion Form."

XIII. POLICY ON LATE OR MAKE-UP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XIV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XV. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly
 [<http://www.socialworkers.org/pubs/Code/code.asp>]

Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XVI. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the course lead, Lisa Kabot. If you do not receive a satisfactory response or solution, contact your advisor and/or MSW Chair, Leslie Wind for further guidance.

XVII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE (OPTIONAL)

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments BEFORE coming to class.
- ✓ BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.
