INSTRUCTOR:
OFFICE:
PHONE: 732/932-7520 EXT.        FAX: 732/932-8181
E-MAIL:           WEBPAGE:
OFFICE HOURS

I.    Catalog Course Description

Validity, relevance, and differential use in practice of various selected psychotherapeutic theories that have influenced social work direct practice with individuals, families, couples and groups. Ethnic-sensitive and feminist perspectives will be important critical filters. Continuing concern for the relevance of these theories for people of color, women, and gay and lesbian persons.

II.    Course Overview

This course builds on the advanced techniques of practice taught in Clinical Social Work II is designed to prepare students to conceptualize, provide, and supervise delivery of social work services to couples, families and groups. Emphasis is on developing competence in processes for helping prevent problems, and to enhance, develop and restore social functioning.

III.    Place of Course in Program

This course builds on the learning principles and skills of Clinical Social Work I and focuses on intelligent application and evaluation of practice theories. Prerequisite is successful completion of both Clinical Social Work I, and one semester of advanced practice field along with a concurrent field placement in direct practice.

IV.    Course Objectives

1. To achieve an in-depth knowledge of important theories of direct practice intervention;
2. To further develop the ability to use theory in guiding direct practice intervention;
3. To develop a generalizable skill of understanding, analyzing, evaluating, and integrating direct practice theories, thus enabling the student to become a more sophisticated and critical consumer of theory.
4. To understand the strengths and limitations of theories in interventions with vulnerable populations, including ethnic and racial minorities, women, as well as gay and lesbian populations.
5. To explore the ethical implications for practice of different theories of intervention.

V. Required Texts

ISBN 1-57230-431-6

 Recommended Texts

ISBN 1-57230--416-2 (paperback)

VI. Course Requirements

This course will use a combination of lecture, discussion, and experiential exercises. At the option of individual section instructions, there may also be individual or group assignments and presentations; if these are used, they will be computed into the course grade.

Students are expected to:

1. Read all required and specifically assigned readings.
2. Additionally, read a large sampling of the supplementary readings.
3. Attend all classes, and participate in class discussions and exercises.
4. Demonstrate, in class sessions and in the assignment, that they have read the readings, can relate readings and class material to their field experiences, and have
sought out empirical evidence for the validity of various theories and the effectiveness of various interventive approaches.

Assignments

Written assignments and projects are due at the beginning of class (before the professor begins the session).

Students who do not complete required assignments (including exams) will be given a failing grade.

Typographical errors; poor grammar, syntax, spelling, word choice and organization; or other problems which impede clarity of communication will result in a lower grade. Students who fail to follow instructions will be penalized. Plagiarism, cheating, sabotage or any other violation of academic or professional standards for ethical behavior will not be tolerated, and will result in failure for the assignment and course.

VII. Grading

The assignments for this course are worth a total of --% of the final grade. The final course grade will include assignments which represent an integration of the class readings, lectures, and discussions together with the students’ attendance record and class participation worth --.

Final grades in this class are letter grade numerical equivalents. Listed below are the corresponding percentages/points and general definition of the grades:

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<thead>
<tr>
<th>Numerical Grade</th>
<th>Definition</th>
<th>Equivalent</th>
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<tbody>
<tr>
<td>A 100-90</td>
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<td>B+ 89-85</td>
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<tr>
<td>B 84-80</td>
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<tr>
<td>C+ 79-75</td>
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<tr>
<td>C 74-70</td>
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</tr>
<tr>
<td>F 69 and below</td>
<td>Failing</td>
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VIII. Course Evaluation

Rutgers University issues a survey that evaluates both the course and the instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.
XI Course Outline

UNIT TOPICS:

Unit 1 (weeks 1 – 6) Families

A. Family Assessment – A focus on the genogram.

The goal of this section is to develop competency in understanding the intergenerational transmission of family ways of relating, family vulnerabilities, and family strengths.

Required reading on shifting perspectives and contextual facets of problem behavior

Chapter 2 – Developing a genogram to track family patterns (pp. 13-61).


Chapter 1 – Disturbing the peace


New York: Guilford.

Chapter 1 – The talking cure (p. 1),

Chapter 6 – Exploration, not interrogation (p. 87),

Chapter 7 – Building on the patient’s strengths (p. 110).

B. Family Interventions – Structural, Strategic, Bowenian, and Integrative Models

Introduction - Short-term couple therapy.

Chapter 1 - Short-term couple therapy and the principles of brief treatment

Inside family therapy: a case study in family healing.
Chapter 3 - Love’s young dream.

Chapter 4 - The progress of love

**Structural Family Therapy**


Chapter 6 – Structural Family Therapy (p. 140)

**Short-term couple therapy.**

Chapter 6 - Short-term structural family therapy with couples

**Inside family therapy.**

Chapter 7 - Why can’t Jason behave?

Required supplemental reading on interventions


Chapter 3 - Joining (p. 28)

Chapter 6 - Reframing (p. 73),

Chapter 11 – Boundaries (p. 146).

**The Bowen Theory**

*Family Counseling and Therapy*

Chapter 10 – The Bowen Theory

**Short-term couple therapy.**

Chapter 5 - Brief marital therapy: the story of triangles.

**Inside family therapy.**

Chapter 8 - The overinvolved mother and peripheral father.

Chapter 9 - Family feud
Prochaska Stages of Change Model

Short-term couple therapy.

Chapter 8 - Time-effective couple therapy

Making Marriage Work

Inside family therapy.

Chapter 10 - Loss of innocence

Required supplemental reading on the marital dyad


Chapter 1 – Inside the Seattle love lab: The truth about happy marriages (p. 1),
Chapter 2 – How I predict divorce (p. 25)
Chapter 9 – Coping with typical solvable problems.

Strategic Therapy

Family Counseling and Therapy

Chapter 7 – Strategic Family Therapy: The Washington School

Short-term couple therapy.

Chapter 11 - Brief strategic marital therapy.

Inside family therapy.

Chapter - Divorce, re-marriage, and step-parenting.

Required reading on family functioning

Integrative Therapy

Family Counseling and Therapy

Chapter 18 – Integrative Family Therapy

Short-term couple therapy.

Chapter 10 - Integrative couple therapy: the dyadic relationship of acceptance and change.

Unit 2: (Week 7 – 12)

Groups.


Chapter 1 – Therapeutic factors (p. 1)

Group Aims

Chapter 2 – Interpersonal learning (p. 19)

Chapter 3 – Group cohesiveness (p. 53)

Therapeutic Tasks

Chapter 5 – The therapist: Basic tasks (p. 117)

Chapter 6 – The therapist: Working in the here-and-now (p. 141)

Chapter 7 – The therapist: Transference and transparency (p.201)

Chapter 8 – Selection of clients (p. 231)

Chapter 9 – The composition of therapy groups (p. 259)

Required readings on working with diverse groups and issues


Chapter 10 – Creation of the group: Place, time, size, preparation (p. 281)

Chapter 11 - In the beginning (p. 309), Chapter 12 – The advanced group (p. 345), Chapter 13 – Problem group members (p. 391).

**Unit 4: (Week 14)**

**Termination**

Required reading.


**Evaluating practice**

Required reading


IX. Academic Integrity

All work submitted in a graduate course must be your own.

*It is unethical and a violation of the University’s Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be constructed as an attempt to misrepresent the cited materials as your own. Use the citation style preferred by the discipline.*

Effective September 2, 2008, a revised Policy on Academic Integrity will go into effect. The new policy is posted at http://academicintegrity.rutgers.edu/integrity.shtml

Please Note: violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by first-year undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Judicial Affairs. The AIF that you should contact is Antoinette Y. Farmer, 732.932.2621. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the
student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade, shall be assigned until the case is resolved.

Definition of Plagiarism

Plagiarism is the representation of the words or ideas of another as one’s own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgment is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or part in one’s own words. To acknowledge a paraphrase properly, one might state: to paraphrase Plato’s comment...and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not to be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one’s general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some case, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

XI. Disability Accommodation

Please Note: Any student who believes that s/he may need an accommodation in this class due to a disability should contact the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; dfoffice@rci.rutgers.edu; 732-932-2847.

XII. Bibliography

Theoretical background


**Thinking critically about theory**


**Ethics**


**Special Populations**

**Gay and Lesbian Clients**
*Families in Society, 81*(1), 32-41.

*Alcoholism Treatment Quarterly, 16*(1-2), 179-192.

O’Connell, A. (1993). Voices from the heart: The developmental impact of a mother’s 
lesbianism on her adolescent children. 
*Smith College Studies in Social Work, 63*, 281-299.

Dempsey, C. L. (1994). Health and social issues of gay, lesbian and bisexual adolescents, 

Morrow, D. F. (1993). Social work with gay and lesbian adolescents, 
*Social Work, 38*, 655-660.

Erera, P. I. (1999). Lesbian step families: A unique family structure, 

**Domestic violence – perpetrators and victims**


Abel, E. M. Psychosocial treatments for battered women: A review of the empirical research. 
*Research on Social Work Practice, 10*(1), 55-77.

*Violence Against Women, 5*(11), 1238-1257.

domestic violence and child abuse. 


*Child Abuse Review, 7*(2), 129-134.


**Minorities and Women**


