Instructor:  
Office:  
Email:  
Office Hours:  

I. **Catalog Course Description**  
Advanced practice with family systems, with an emphasis on systems-analytical perspective that includes environing systems as well as internal dynamics of the family system. Differential use of the major theoretical approaches in family therapy. Emphasis on a social work framework and on such traditional family social work techniques as advocacy, brokerage, and provision of concrete services.

II. **Course Overview**  
This course provides in-depth level, theory and advanced clinical practice for social work with the diverse family configurations (including single, reconstituted, gay/lesbian families) that social workers encounter in agency-based practice. The course will include lecture, discussion, role-playing, written case materials, and videotaped clinical interviews.

III. **Place of Course in Program**  
This course is an elective offered as part of the Clinical Social Work concentration curriculum and is ideal for students who wish to deepen their knowledge and expand their skills in working with families. Satisfactory completion of the Professional Foundation is a prerequisite and it is recommended that students be placed in a field setting that has opportunity for work with families.

IV. **Course Objectives**

1. To gain an overview of family treatment and its relation to clinical social work practice.

2. To acquire a systems view of how families function, their needs, and their transactions with the environment.

3. To deepen and broaden understanding of direct practice processes, particularly the meaning of "resistance" in family work.

4. To acquire an understanding of a variety of theoretical approaches and be able to assess their applicability to a range of families including those that are single (female) parent, minorities of color, and gay and lesbian.
5. To acquire additional skill in a range of intervention techniques with diverse families having problems ranging from life cycle and situational crises to substance abuse and family violence.

6. To be aware of the institutional supports that foster a family-centered approach and to understand how family-centered practice can be used in a range of social work settings.

7. To be able to assess the family-environment interface and plan change strategies in this area.

8. To be able to complete an intergenerational family assessment through the use of a genogram and understand the use of the family of origin as a resource for change.

9. To be able to identify the structural patterns in the family, have a culturally sensitive ability to assess dysfunctional patterns and knowledge of appropriate intervention methods to alter family structure.

10. To be able to formulate a rationale for the choice of family as the appropriate unit of attention.

11. To be aware of the normative, ethnocentric, and heterosexist biases implicit in various models of family therapy and to explore how to counteract these biases in practice.

12. To acquire an appreciation of the applicability and use of research thinking and methodology in family practice.

V. Required Text


In addition, several book chapters and articles will be assigned for required reading and will be available electronically

VI. Course Requirements

Classes will consist of a combination of lecture, discussion, videotapes, and skill-building exercises.

**Genogram.** Students will construct a 3-generation genogram of their own families and will also write up a 2-3 page analysis of their own family systems. Because of the personal nature of this assignment, the instructor will keep the information in strictest confidence and the assignment content will not be graded. All students who fully complete this assignment and submit it on the day it is due will receive full credit. Credit will be deducted if genogram is incomplete (not 3 generations) or if narrative is missing components.
Class Presentation. Each student will be required to participate in a family case presentation. This will not be graded and all students who satisfactorily complete this exercise on the day it is due will receive full credit.

Examination. The exam will be held during the 10\textsuperscript{th} class (11/05/09) and will consist of one or more of the following: short essays, definitions, and short-answer questions (true/false, multiple choice).

Final paper. Write a synopsis and critical analysis of a family that has been assigned in the field placement. This should include the presenting and emerging problems, an assessment, and the intervention that was conducted. The progress made by family members should also be included (and how this was determined), as well as the different levels of systems that you engaged for additional problem-solving, rehabilitation, and support. As appropriate, students should critique their own interventions, indicating how they might have been improved for the family’s benefit. A genogram must be included. Further information on this assignment will be forthcoming.

All assignments for this class must reflect social work values and ethics including awareness of issues of diversity and economic and social injustice.

Penalties

Written assignments are due at the beginning of class on the due date. Late papers will be penalized ½ a letter grade for each day they are overdue. Papers not received in the first 30 minutes of class on their due date but submitted before the end of class will be considered a full day late and will be penalized accordingly. Papers overdue by five days or more will not be accepted and will result in a 0 grade. Late genogram papers will be penalized one point for each day they are late. Students are urged not to wait until the night before the due dates to write their assignments as personal emergencies occurring two days or less before they are due will not be considered grounds for an extension.

Professional social workers keep case records, write treatment reports for referral sources and managed care companies, correspond with judges and other professionals, develop policy, and advocate for their clients. Each of these tasks requires excellent writing skills. Therefore proper grammar, syntax, spelling, and appropriate referencing are expected for all assignments. You must adhere to the style guidelines of the Publication Manual of the American Psychological Association (5\textsuperscript{th} Edition). Failure to do so will result in substantial deductions from your paper’s grade.

Attendance is required. One point will be deducted from a student’s class participation score for each unexcused absence. Absence, early departure, or lateness to class is acceptable only for compelling reasons, such as illness. Five or more absences (excused or otherwise) will result in course failure. Multiple unexcused departures or late arrivals will also result in course failure.

Absence on the day of the exam or your scheduled presentation will result in a 0 grade. No opportunities for make-ups or extensions will be given unless the student provides documentation of extenuating circumstances.

VII. Grading
Class participation and Attendance 5%
Family-of-Origin Genogram 10%
Class Presentation 5%
Examination 30%
Final paper 50%

VIII. **Course Evaluation**

Rutgers University issues a survey that evaluates both the course and the instructor. Toward the end of the semester, students complete this survey and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation and/or add qualitative questions to the final evaluation.

IX. **Course Outline**

**UNIT I INTRODUCTION TO FAMILY-CENTERED CLINICAL SOCIAL WORK PRACTICE AND GETTING STARTED**

Definition of family and description of family configurations and types, including ethnicity, composition, and sexual orientation, and how these differences impact the family life cycle and development.

History, ethics and values, underlying assumptions.

Family Life Cycle.

Empirical Support for the family approach.

**Class 1**

Introduction

**Class 2**

Evidence Basis for the Family Approach

Required Reading:


and schizophrenia: A review of the literature. Journal of Marital and Family Therapy, 29, 223-245.


Nichols, M. P. & Schwarz, R. C. (Textbook)


Class 3

General Skills for Working with Diverse Families

Required Reading:

Nichols, & Schwartz

Chapter 3: Basic Techniques of Family Therapy (pp. 65-96)

Chapter 4: The Fundamental Concepts of Family Therapy. (97-122).


UNIT 2 THE STRUCTURAL APPROACH

Class 4

Required Reading

Nichols & Schwartz

Chapter 7: Structural Family Therapy (pp. 183-209)

Class 5

Required Reading


UNIT 3 THE EXTENDED SYSTEMS (BOWENIAN) APPROACH

Class 6

Extended Family Systems Therapy (Bowenian)

Required Readings

Nichols & Schwartz

Chapter 5: Bowen Family Systems Therapy (125-154)


Class 7

Required Reading

Family-of-Origin Genogram Due


UNIT 4 SOLUTION FOCUSED/NARRATIVE APPROACHES
Class 8

Required Reading

Nichols & Schwartz

Chapter 12: Solution Focused Therapy (pp. 345-374)

Chapter 13: Narrative Therapy (pp. 375-485)

Class 9

Required Reading


Chapter 5, Useful Tools: How and What to Use. (pp. 94-140)

Chapter 6, Investigation as Intervention and Prevention (142-186).

Chapter 7: Case Closure: How Good is Good Enough? (187-203).

Class 10    EXAMINATION

UNIT V    DIFFERENTIAL USE OF THEORETICAL APPROACHES AND INTERVENTIONS

Integration of Models.

Continuing and additional emphasis on the relevance of family therapy approaches to low-income families, single parent, ethnic minority families, and families with gay and lesbian members.

Class 11

Required Reading:

Nichols & Schwartz

Chapter 10: Cognitive Behavioral Family Therapy (265-297)

Class 12

Required Reading

Nichols, & Schwartz
Chapter 14: Integrative Models (pp. 399-419)

Chapter 15: Comparative Analysis (pp. 421-443)

11/26/08—HAPPY THANKSGIVING (NO CLASS)

Class 13

Required Reading

Nichols, & Schwartz

Chapter 11: Family therapy in the 21st Century (pp. 299-343).


Class 14—Final Paper Due

Required Reading


Class 15

Termination & Wrap Up
X. Academic Integrity Policy

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 construed as an attempt to misrepresent the cited material as your own. Use the citation style preferred by the discipline.

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. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in 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 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 cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism along with any and all other 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. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: http://academicintegrity.rutgers.edu/integrity.shtml

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 designated Coordinator for the Concerns of Students with Disabilities at the School of Social Work, Arlene Hunter, Assistant Dean for Student Services and Director of Admissions (amhunter@rci.rutgers.edu) for a letter
of accommodation. Students must have a letter of accommodation from the Coordinator in order to receive accommodations. (Undergraduate New Brunswick students should contact the Coordinator for Students with Disabilities for their College.) Any student who has already received a letter of accommodation, should contact the instructor privately to discuss implementation of his/her accommodations immediately. Failure to discuss implementation of accommodations with the instructor promptly may result in denial of your accommodations.