

## **Social Work 227 Seminar in Advanced Social Work Practice with Couples and Families** (3 Units)

### **Catalog Statement**

Prerequisite: SWRK 224, 225, 246, 282 & concurrent enrollment in SWRK 247 & 282. Analysis and application of theories, principles, and techniques of social work practice with couples and families from a strength based, empowerment perspective.

### **Course Rationale**

The purpose of this seminar is to acquaint the student with the values, knowledge and skills necessary to provide social work services to couples/families within a multisystem context. Building and expanding upon foundation courses, this seminar also seeks to recognize, reaffirm and strengthen the primacy of the family system in all of its many diverse forms and processes.

### **Course Description**

This seminar is designed to prepare the student to establish effective working relationships with couples/families, to formulate an assessment of the couple/family system within its context, and to develop and implement an intervention strategy relevant to family and/or couple needs. The course is also designed to prepare the student to create and operationalize an evaluation of practice plan within a context of social work practice standards, values and ethics. Specific seminar content and discussion will focus on the special needs of marginalized families and families at risk. Additional attention is also given to a multicultural perspective in the service of developing an ethnically respectful practice posture and multicultural competency. Central to the multisystems framework used in this seminar will be the recognition of couples/families as an intergenerational system moving through time facing both expectable developmental/transitional demands and unpredictable stressors in a global community. Practice theories and interventions which facilitate the departmental mission of social justice, empowerment and cultural diversity.

### **Educational Goals**

1. To facilitate student ability to apply knowledge of a multi contextual framework for family-centered social work practice with diverse populations in a global community.
2. To facilitate student development of knowledge and skills in assessment, intervention and evaluation with family systems.
3. To facilitate student understanding, empowerment, and social justice for marginalized families/families at risk.

### **Learning Objectives/Outcomes**

Based on the use of case material brought from the field setting (written or oral presentation), written assignments, analysis of video materials, and/or performance in simulated situations in class/experiential exercises, students will demonstrate ability to:

- 1.1 Identify social work's historical place as a primary force in working with family systems and in establishing the person-in situation/family-in situation perspective.

- 1.2 Apply relevant social systems concepts/ecological principles to a family-centered social work practice.
- 1.3 Identify the individual, immediate household, extended family, community, societal and global components of a multi-contextual framework for family-centered social work practice.
- 1.4 Apply an understanding of culture/ethnicity, gender and social class components as central elements in working with families.
- 1.5 Apply an understanding of selected ethnic families in the service of developing an ethnically respectful family-centered practice approach.
- 1.6 Identify the profession's values and ethics in shaping and implementing a family-centered practice approach shaped by empowerment and social justice perspectives.

Based upon the use of case material brought from the field setting (written or oral presentation), written assignments, analysis of video materials, and/or performance in experiential exercises/simulated situations in class, students will demonstrate ability to:

- 2.1 Identify the initial practice tasks of beginning the family interview, joining/engaging all family members, gathering information and contracting.
- 2.2 Identify presenting concerns and needs and relevant underlying issues with couples and families.
- 2.3 Identify and assess expectable developmental/transitional demands and tasks as well as unanticipated stressors in the life of a family.
- 2.4 Assess the components of the family/multi-contextual interface through the construction of an eco-map, identifying domains for intervention and strategies for change.
- 2.5 Make advanced, sophisticated use of genograms and family chronologies from an intergenerational perspective as major tools for assessment, treatment goal setting and intervention.
- 2.6 Identify and assess boundaries, sub-systems, authority and power, roles, rules, communication patterns/processes, triangles, secrets, symptom formation and strengths in relationship to the expectable developmental tasks/transitional demands of a family and/or the unanticipated stressors in the life of a family.
- 2.7 Understand and select intervention methods/techniques from a range of multi-systemic and functional family-centered practice models appropriate to the needs of the family.
- 2.8 Evaluate the effectiveness of one's practice with marital/family systems by selecting, applying, and interpreting appropriate clinical measures.
- 2.9 Critically assess and respond to ethical dilemmas in practice with couples and families.
- 2.10 Critically evaluate family practice approaches with respect to values, explanatory theory, intervention methods and empirical support.

Based on the use of case material brought from the field setting (written or oral presentation), written assignments, analysis of video materials, and/or performance in experiential exercises/simulated situations in class, students will demonstrate ability to:

- 3.1 Understand marginalized families/families at risk and identify the interventions necessary to address both their needs and facilitate their empowerment:
  - a) migrating, international and refugee families
  - b) families living in poverty
  - c) substance abuse in families
  - d) violence in families
  - e) families with a member with acute/chronic physical or mental illness
  - f) families with a member who has a disability
  - g) abandonment, separation or divorce in families
  - h) death in families
- 3.2 Understand non-traditional families and identify the interventions required to address their needs and facilitate their empowerment:
  - a) single-parent families
  - b) divorced/blended/remarried families
  - c) same sex couples and their families
  - d) ethnically diverse, intergenerational, multiracial families
- 3.3 Identify how women, people of color, gay men and lesbians who are members of the aforementioned families warrant additional practitioner consideration in the assessment/intervention process.
- 3.4 Identify how conventional/traditional or stereotypic views of women/men warrant practitioner evaluation of gender bias/gender marginalization and disempowerment in families and family practice models.
- 3.5 Identify and construct multisystem interventions which effectively impact organizational/structural arrangement, in practice settings and in the larger socio-political realm, which empower or disempower families and which enhance or obstruct family-centered social work practice.

### **Course Content**

- I. The Context of Multi systemic Couples and Family-Centered Practice
  - A. Historical and current social work practice focus on couples, families and family policy
  - B. Systems theory and ecological practice principles: a multi contextual and global perspective for working with families and couples
  - C. Family theory for family-centered practice
  - D. Culture/ethnicity, gender, and social class
  - E. Selected ethnic families
  - F. Social work values and ethics in family-centered practice
- II. Family and Couple Engagement, Assessment and Intervention
  - A. Agency and case management issues
  - B. Interviewing: Joining, engaging, and contracting
  - C. Ecological assessment and intervention
  - D. Intergenerational needs, concerns and issues: assessment and intervention

- E. Intra familial assessment of structure and communication process and intervention
  - F. Selected intervention methods/techniques
  - G. Current multi systemic, functional, and relationship theories and practice
  - H. Clinical measures for evaluating the effectiveness of one's practice with marital/family systems
  - I. Evaluating practice theories
- III. Marginalized couples/families/families at risk: Interventions to address needs and facilitate empowerment
- A. Migration, refugee status, and international families
  - B. Families living in poverty
  - C. Substance abuse in couples and families
  - D. Violence in couples and families
  - E. Families and couples with a member with acute/chronic physical or mental illness
  - F. Families and couples with a member who has a disability
  - G. Abandonment, separation or divorce in couples and families
  - H. Death in families
  - I. Single-parent families
  - J. Blended/remarried couples and families
  - K. Same sex couples and their families

### **Required Texts:**

- Carter, B. & McGoldrick, M. (Eds.) (2005). *The expanded family life cycle: Individual, family, and social perspectives*. (3<sup>rd</sup> ed.). Boston, MA.: Allyn & Bacon.
- Gurman, A. S. (Ed.) (2002). *Clinical handbook of couple therapy*. (4<sup>th</sup> ed.). New York: Guilford Press.
- Nichols, M. (2009). *The essentials of family therapy*. (4<sup>th</sup> ed. ) Boston, MA: Allyn & Bacon.

### **Recommended Texts:**

- Minuchin, S. & Fishman, H.C. (1981). *Family therapy techniques*. Cambridge, MA: Harvard University Press.
- Gottman, John. (1999). *The seven principles for making marriage work*. New York: Three Rivers Press.
- Hartman, A. & Laird, J. (1983). *Family-centered social work practice*. New York: The Free Press.
- McGoldrick, M. (Ed.) (1998). *Re-visioning family therapy: Race, culture and gender in clinical practice*. New York: The Guilford Press.
- Ziegler, P. & Hiller, T. (2001). *Recreating partnership: a solution-oriented collaborative approach to couples therapy*. New York: W.W. Norton & Co.
- All recommended texts, except Gottman (1999) and Ziegler & Hiller (2001), are on reserve in the library.

In addition Satir, V., Banmen, J. , Gerber, J. & Gomori, M. (1991). *The Satir model: Family therapy and beyond*. Palo Alto, CA: Science and Behavior Books, Inc. is also on Reserve as a resource for the Mid Term Paper.

### **Methods of Instruction**

Each seminar will meet three hours a week. There will be a combination of presentations by the instructor, student presentations, readings, videos and classroom discussion, with an emphasis on student participation. All students are expected to attend regularly, to read and to contribute to seminar discussion. Case material will be introduced to illustrate and clarify discussions. Various teaching media such as audio-tapes, video-tapes, films, role-playing, and experiential exercises may be used.

Special emphasis will be placed upon assignments that illustrate multisystems practice issues in working with culturally contrasting/diverse populations and at risk populations/ marginalized populations in a global world. Ethical and value concerns, issues, and dilemmas will be addressed in case material throughout the semester.

### **Web-based Instruction/Blackboard**

The course syllabus, calendar, exercises, assignments, supplemental material, and announcements will be posted on **Blackboard**. Should you require any additional copies of these materials, you will be able to download them from the Blackboard site.

**Your Bb LoginID/Password is your university email login and password.** You MUST activate your university email to access Blackboard. I will send email messages to the account designated in Blackboard. I advise you to use your university/CVIP account AND a clear subject line in any email you send me or risk having it filtered and deleted as spam. If students send me any work by email, I will reply so you know I received it successfully. If you don't get a reply, I did not receive the email (or it looked like spam). ALWAYS put SW 271T PMHS on the subject line or you risk your email being deleted unopened, and ALWAYS put your name on papers that you submit via Blackboard.

It is your responsibility to make sure you can access and negotiate Blackboard for class materials and resources. You are responsible for checking for announcements and email sent through Blackboard. For orientations to Blackboard contact the Digital Campus Resource Center. A brief navigational overview of the site is on the CSUF web at:

[http://www.csufresno.edu/digitalcampus/faculty/Digital\\_Campus\\_Quick\\_Start.htm](http://www.csufresno.edu/digitalcampus/faculty/Digital_Campus_Quick_Start.htm)

Digital Campus Resource Center in McKee Fisk, can address problems with access. The following resources are available:

- Email [digitalcampus@listserv.csufresno.edu](mailto:digitalcampus@listserv.csufresno.edu)
- Call Digital Campus Resource Lab at 278-7373, Monday through Friday, 8:00 a.m. to 5:00 p.m.
- The Help Desk can be reached after hours at Email <help@csufresno.edu> or call 278-7000 seven days a week between 7:00 AM and 10:00 PM.
- The Digital Campus Office is located in McKee Fisk 110, telephone 559-278-6892.
- The Digital Campus Lab is located in McKee Fisk 111, telephone 559-278-7373.  
<http://www.csufresno.edu/digitalcampus/>

### **Use of electronic devices (pagers, cell phones, laptops, etc.):**

To minimize class disruptions, please turn off the audio on these devices during the class except where a situation requires that you be “on call”. Please advise me of such situations at the beginning of class and arrange to sit near the door, so you can exit, if needed, with minimal disruption to the class.

*You are asked to communicate with the instructor if you plan to use your laptop in class (i.e., no web surfing and reading email during class).*

## **Grading:**

Grading will be based on participation, a presentation, a brief paper, take-home assignments, midterm and final paper. Handouts on each assignment will be distributed in class and/or available on Blackboard. The basis for grading is described below.

Total points are allocated to assignments as follows for individual work and course grade:

92 - 100%	= A
80 - 91%	= B
70 - 79%	= C
60 - 69%	= D
59% & less	= F

## **Assignments/Activities**

### **Points**

Participation	5
Brief Paper	20
Midterm assignment	30
Final paper	30
<u>Class Presentation</u>	<u>15</u>
Total	100

### **Due Dates**

<i>Assignment</i>	<i>Thursday Class</i>
<b>Brief Paper</b>	<b>February 25</b>
<b>Mid Term Paper</b>	<b>March 25</b>
<b>Final Paper</b>	<b>May 6</b>

Brief Paper: A short paper that applies concepts to understanding individual behavior within a family system context.

Midterm Assignment: a written paper that applies course theories and interventions, using assessment tools to facilitate an understanding of one's own family system and fieldwork practice.

Final Paper: An integrative assignment requiring critical thinking and application of course content to a hypothetical practice situation with couples.

Oral and written communication skills are essential professional skills. Edit your work carefully before turning it in. If you are unclear about the assignment or would like to review your work before submitting it, please consult instructor. All work should be printed in hardcopy and use APA format. Late work will not be accepted unless discussed and approved by the instructor in advance. Please see the instructor if you require special arrangements.

The course grade is based on the following expectations: Students are expected to engage actively in class discussions. It is important to read the assigned readings so that you will develop a thorough knowledge of various theoretical perspectives. Class participation includes a balance of talking, listening, and the ability to demonstrate and application of course concepts to practice examples. The student is encouraged to demonstrate a willingness to take risks in discussing points of view, giving honest, constructive feedback to others, and participating in experiential exercises.

## Course Policies

### **Late Papers**

Late papers are discouraged and will lead to reduction in grade. Two points are deducted for each day of lateness. It is expected that you will communicate with the professor if you expect to submit a paper late. Communication does not excuse the point deduction for late papers.

### **Attendance and Participation**

Students are expected to be present, on time for all classes and to notify the professor in advance when compelling circumstances make attendance impossible. After two absences, students will lose two points per missed class toward the final class grade. Students are responsible for checking with the instructor(s) and getting informed on what was missed due to an absence. Arriving late or leaving early is construed as missing half a class. Class participation is defined as active, respectful, thoughtful, engaged interaction that demonstrates a capacity for giving and taking feedback related to practice theories, concepts, and practice concerns.

## University Policies

**Services for Students with Disabilities:** Students are asked to identify themselves to the professor and the university students with disabilities office. Students will receive reasonable accommodation for learning and evaluation. For more information contact Services to Students with Disabilities (278-2811) in the University Center building, across from the Madden Library entrance.

**Cheating and Plagiarism:** “Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work.” Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the [Class Schedule](#) (Policy/Legal Statements) or the [University Catalog](#) (University policies).

**Code of Academic Integrity – Honor Code:** “Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. Students should:

- a) Understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) Neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” For more information, refer to the Code of Academic Integrity – Honor Code, APM 236, [www.csufresno.edu/aps/apm/236.pdf](http://www.csufresno.edu/aps/apm/236.pdf).”

**Computers:** “At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from [Information Technology Services](#) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.”

**Disruptive Classroom Behavior:** “The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.”

**Copyright policy:** Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [copyright web page](#).

Digital Campus course web sites contains material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

### **Subject to Change**

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

## Social Work 227 Advanced Social Work Practice with Couples and Families

**Week 1: Introduction to the class and each other**  
**Jan. 21 Family Centered Social Work Practice Framework**  
**The Multisystems Context of Practice**

**Reading:**

Carter & McGoldrick. Ch. 1. Overview: Expanded Family Life Cycle  
Ch. 2. Self in Context  
McGoldrick, M. (1998). Ch. 1. Introduction: Revision family therapy through A cultural lens. (p. 3-9).  
In *Revisoning family therapy: Race, culture and gender in clinical practice*.  
New York: The Guilford Press.  
Nichols. Ch. 1. Foundations of Family Therapy.

**Recommended Reading (On Reserve):**

Hartman, A. & Laird, J. (1983). Preface (vii-xiii) & Ch. 1 (p. 1-40). A family focus  
in social work practice. In *Family-centered social work practice*.

### Theoretical Perspectives

**Week 2: Family in Context of Environment and Experience: Culture,**  
**Jan. 28 Socioeconomic Class, Multigenerational Transmission; Bowen Family**  
**Systems Theory**  
**Self Psychology**  
**Genogram, Ecomap, & Timeline; Applying Bowen Theory**

**Reading:**

Nichols, Ch. 5. Bowen Family Systems Therapy  
Gurman Ch. 7. Transgenerational Couple Therapy (Roberto-Forman)

**Recommended Reading (On Reserve):**

Hartman & Laird (1983). The family policy context. Ch. 3 in  
*Family centered social work practice*. (p. 41-58). New York: The Free Press.  
Kliman, J. (1998). Social class as a relationship: implications for Family therapy. Ch.  
5, p. 50-61. In McGoldrick, M. (Ed.). *Revisoning family therapy*. New York:  
The Guilford Press.

**Week 3: SocioCultural Constructions of Family; Culture & Families**  
**Feb. 4 Values and Ethics in Social Work with Families, Models, Contexts,**  
**and Perspectives of Practice**  
**History of Ethnic and Gender Bias in Family Therapy**  
**Developmental Tasks of Families**

**Reading:**

Carter & McGoldrick. Ch. 2. Self in Context  
Ch. 3. History, Genograms, & the Family Life Cycle

Nichols. Ch. 2. The Evolution of Family Therapy  
Ch. 3. Basic Techniques of Family Therapy

**Recommended Reading (On Reserve):**

Hartman, A & Laird. (1983). Ch. 2. The family today  
Laird, J. Theorizing culture: narrative ideas and practice Principles, Ch. 2.  
McGoldrick, MN. (Ed.) (1998), *Revisioning Family therapy: Race, culture and gender in clinical practice* (p. 20-36). New York: Guilford Press.

**Interventions with Families and Couples**

**Week 4: The Family as a Focus of Intervention: Family Functioning and  
Feb. 11 Processes; Ethnicity, Practitioner Perspectives, Family Structure  
Applying Structural Family Concepts  
Family Dynamics: Rules, Boundaries, Rituals, Secrets, Beliefs,  
Cultural Diversity**

**Reading:**

Carter & McGoldrick. Ch 4. Culture and the Life Cycle  
Gurman Ch. 11. Structural Couple Therapy  
(Simon) Nichols Ch. 4. Fundamental Concepts of Family Therapy  
Ch. 7. Structural Family Therapy

**Recommended Reading (On Reserve)**

Green, Rovee-Jay. (1998). Race and the field of family therapy, Ch. 7.  
In Mc-Goldrick, M. (Ed.) (1998). *Revisioning family therapy*. New York: The Guilford Press.  
Hartman, A. & Laird, J. (1983). Ch. 4 An epistemological framework. In *Family-centered social work practice*. New York: The Guilford Press  
McGoldrick. Ch. 11. White Privilege: Unpacking the Invisible Knapsack  
Minuchin & Fishman. Ch. 7. Enactment

**Week 5: Assessment Tools: Ecomaps, Genograms, Timelines (Revisit)  
Feb. 18 Issues in Assessment: Ecological, intergenerational, special issues  
Strategic Family Concepts  
Strategic and narrative interventions and Social  
Power  
Gender Issues  
Policy and Service Delivery Values**

**Reading:**

Carter & McGoldrick. Ch. 6. Women and the Family Life Cycle  
Gurman Ch. 1. A Framework for the Comparative Study of Couple  
Therapy, History, Models, and Applications (Gurman)  
Ch. 23. Gender Issues in the Practice of Couple Therapy (Knudson-Martin)  
Nichols. Ch. 6. Strategic Family Therapy

**Recommended Reading (On Reserve)>**

Hartman & Laird, Ch. 8. The Family in Space: Ecological Assessment  
Ch. 10. Assessment in Time: The Intergenerational Perspective,  
Ch. 14. Persistence, Coherence and Paradox

**Week 6: Diversity in Families: Cultural Differences in Interventions with**

**Feb. 25 Families Socioeconomic  
Class Narrative Therapy  
Concepts  
Cognitive Behavioral Therapy**

**BRIEF PAPER DUE February 25**

**Reading:**

Carter & McGoldrick, Ch. 5. Social Class and the Family Life Cycles  
Gurman Ch. 2: Cognitive Behavioral Couple Therapy (Baucom, et al.)  
Ch. 8. Narrative Couple Therapy (Freedman & Combs)  
Nichols Ch. 10. Cognitive Behavioral Family Therapy  
Ch. 13. Narrative Therapy

**Recommended Reading (On Reserve)<**

Garcia-Preto, N. (1998). Latinas in the United States: Bridging two Worlds. Ch. 25 in McGoldrick, Ed. (1998) *Revisioning Family Therapy: race, culture, and gender in clinical practice*. P. 330-344. New York: The Guilford Press.  
Hartman, A. & Laird. (1983). Family theory for family centered Practice. Ch. 5 in *Famly-centered social work practice*. New York: The Free Press. p. 75-107.  
Pinderhughes, E. (1998). Black genealogy revisited; Restorying an African American family. Ch. 14. In McGoldrick, M. (Ed.) (1998). *Revisioning family therapy: Race, and gender in clinical practice*. New York. The Guilford Press. *culture*

**Week 7: Interventions with Families: Change Process Skills  
March 4 Functional Family Therapies; Special Issues: African-American, Latino Families and Couples  
Functional Family Therapy  
Program response to Alternate Interventions (e.g., natural healers, self-help, faith-based interventions)**

**Reading:**

Carter & McGoldrick, Ch. 8. The Latino Family Life Cycle, and  
Ch. 19. The Family Life Cycle of African Americans  
Gurman Ch. 25. African American Couples in Therapy (Boyd-Franklin, Kelly & Durham)  
Nichols Ch. 8. Experiential Family Therapy

**Recommended Reading (On Reserve):**

Hartman, & Laird, Ch. 6: Getting started: Agency and case management issues.  
McGoldrick (1998) Ch 5: Beliefs, Spirituality, and Transcendence: Keys to Family Resilience

**Week 8: Triangles; Special Issues: LGBTQ Families  
March 11 Gay marriage controversy; LGBTQ families and community Institutions**

## Object Relations Family Concepts

### Reading:

- Carter & McGoldrick. Ch 7. Men in Transition;  
Ch. 20. Gay Lesbian, Bi-sexual, Transsexual Families
- Gurman. Ch. 6. Object Relations Couple Therapy (Scharff & Scharff)  
Ch. 24. Gay & Lesbian Couples in Therapy (Green & Mitchell)
- Nichols Ch. 9. Psychoanalytic Family Therapy

### Recommended Reading (On Reserve):

- Falicov, C. J. (1998). The cultural meaning of family triangles. Ch. 3. in McGoldrick, (Ed. ) *Revisioning family therapy*. New York: The Guilford Press.
- Hartman & Laird, J. (1983). Inside the family: inner system assessment. In *Family-centered social work practice*. Ch. 12 (p. 269-304). New York: The Free Press.

### Week 9: Change Process Skills

#### March 18 Multi-Systemic Family Concepts and Interventions Brief Treatment/Intervention Integrative Models

### Reading:

- Carter & McGoldrick. Ch. 9. Siblings Through the Life Cycle  
Ch. 29. Chronic Illness & Family Life Cycle
- Gurman Ch. 10. Brief Strategic Couple Therapy (Shoham, Rohrbaugh & Cleary)  
Ch. 13. Integrative Couple Therapy (Guzman)
- Nichols Ch. 14. Integrative Models

### Recommended Reading(On Reserve) :

- Hartman & Laird. Ch. 9. Family-environment transactions as target and Resource for Change  
Ch. 11. The Intergenerational Family System as a Resource for Change; Ch. 13. The Family Unit as a Resource and Target for Change.

## Special Issues

### Week 10 Working with Couples: Historical and Current Concepts

#### March 25 The Gottman Theory of the Sound Marital House Special Couple Issues (Domestic Violence/Substance/Sexual Abuse/Affairs)

### MID TERM PAPER DUE March 25

### Reading:

- Carter & McGoldrick Ch. 27. Alcohol Problems & Family Life Cycle;  
Ch. 28. Violence and the Family Life Cycle
- Gurman. Ch. 5. Gottman Method Couple Therapy.  
Ch. 14. Couple Therapy & Treatment of Affairs (Gordon, et al.)  
Ch. 18. Couple Therapy for Alcoholism & Drug Abuse (Birchler, Fals-Stewart & O'Farrell).

**Highly Recommended Reading (On Reserve):**

Gottman J. (1999). *The seven principles for making marriage work*. New York: Three Rivers Press.

**SPRING BREAK**

**Week 11: Special Issues in Family Life: Divorce, Single Parenthood;  
April 8 Multi-systemic and Psychoeducational approaches  
Prevention Education either/and treatment**

**Reading:**

Carter & McGoldrick	Ch. 23. Divorce: Unscheduled Family Transition Ch. 24. Single Parent Families Ch. 25. Remarried Families
Gurman	Ch. 15. Separation & Divorce Issues (Lebow)
Nichols	Ch. 11. Family Therapy in the 21 <sup>st</sup> Century (pp. 247-250);& Ch. 16. Research on Family Intervention, p. 349. (Psychoeducation)

**Week 12: Solution-Focused Couple Therapy and Coaching  
April 15 Zeigler's Solution Focused Couples Approach**

**Reading:**

Carter & McGoldrick.	Ch. 26. Coaching
Gurman	Ch. 9. Solution-focused Couple Therapy (Hoyt) Ch.16. Couple Therapy & Physical Aggression (O'Leary)
Nichols	Ch. 12. Solution Focused Therapy

**Highly Recommended Reading(On Reserve) :**

Ziegler, P. & Hiller, T. (2001). *Recreating partnership: A solution-oriented collaborative approach to couples therapy*. New York: W.W. Norton & Company.

**Week 13 Adapting Interventions: Tuning in to Trauma, Loss &  
April 22 Disruption in Families  
Practice Refugee families (e.g., Ethnography) Immigration Policy and Family Life**

**Reading:**

Carter & McGoldrick	Ch 11. Death & and Family Life Cycle; Ch. 12. Creating Meaningful Rituals
Gurman	Ch. 22. Couple Therapy and Medical Issues (Ruddy & McDaniel)

**Recommended Reading (On Reserve):**

McGoldrick (1998)	Ch. 26. Clinical Reflections on Refugee Families: Transforming Crises into Opportunities. Ch. 28. The Impact of Multiple Contexts on Recent Immigrant Families
-------------------	---

**Week 14**      **Couples Work with Sexual Dysfunction**  
**April 29**

**Reading:**

Nichols

Ch. 21. Couple Therapy & the Treatment of Sexual Dysfunction.  
(McCarthy & Thestrup)

**Week 15**

**May 6**

**Evaluation of Practice: Evidence Based and Best Practices  
Summary/Conclusion of Couples and Families**

**Reading:**

Nichols

Ch. 15. Comparative Analysis

Ch. 16. Research on Family Interventions: Family Treatment &  
Intervention Programs

**FINAL PAPER DUE Thursday, MAY 6.**