

**UNIVERSITY OF SOUTHERN CALIFORNIA  
SCHOOL OF SOCIAL WORK**

**SOWK 599**

**Section:**

**Charlotte Spiegelman, LCSW**

**Spring 2007**

**Class Hours: Th. 5:30-8:20pm**

**Location: TBA**

**Office Hours: By appointment**

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**MODELS OF FAMILY THERAPY: Theory and Practice**

**I. COURSE DESCRIPTION**

This course reviews and studies the history and conceptual frameworks that have impacted the study of Family as a discipline and the application of these theories and therapeutic models to practice. The purpose of the course is to build on and incorporate social work skills to enrich the understanding of family growth, development and functioning and to increase competence in intervention techniques for work with 21<sup>st</sup> century families. Since this is a new course, students will have the opportunity to assist in its evolution.

**II. COURSE OBJECTIVES**

The objectives of this elective include, but are not limited to, the following:

1. Students will acquire a knowledge base of the frameworks of Family Therapy Theory including the key concepts of various Family Systems Theories, Social Constructivist Theories and their application to practice.
2. Students will be able to critically examine the varying family systems approaches, similarities and differences, and identify practice implications.
3. Students will gain the ability to assess and effectively intervene with the unique sets of problems inherent in varying types of contemporary family structure and the impact on the family of the larger social environment of which it is a part.
4. Students will be able to think creatively in a multidimensional fashion and formulate a family systems approach to clinical work. Students will develop a personal and

professional understanding of the family and of their role in helping families function effectively both within the family and in the larger social environment.

### **III. COURSE FORMAT AND EXPECTATIONS**

Lecture, class discussion, and experiential exercises will be used in class. This will include the use of videotapes, role-play, and/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.) In addition to required reading assignments students will be required to complete 5 short reading logs and will be responsible for a midterm and a final written project. Details of all assignments will be distributed and discussed in class. It is understood that students will actively participate in all aspects of the course throughout the semester.

### **IV. EVALUATION AND GRADING POLICY**

All students are expected to regularly attend class and be on time. A student with more than two unexcused absences during the course of this class may receive a no credit. A student who is tardy three or more times to class may receive a grade of no credit. If a student receives a no credit grade in this seminar, they will be required to repeat this class.

Class grades will be based on the following:

3.85 – 4	A
3.60 – 3.84	A-
3.25 – 3.59	B+
2.90 – 3.24	B
2.60 – 2.87	B-
2.25 – 2.50	C+
1.90 – 2.24	C

Final Grade:

93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-

Weekly Logs and Class Participation: 25%  
Oral Presentation: 25%  
Final Assignment: 50%

## V. ATTENDANCE POLICY

Students are expected to attend all classes. **Students with more than two unexcused absences (or 6 hours absence from alternative class schedule) may risk failure.** This policy exists because the social work program is one of professional preparation. In addition to acquiring theoretical knowledge, students are expected to acquire professional values, to integrate knowledge from a range of courses, to develop professional skills and be socialized into the profession. Members of the faculty of the School of Social Work are convinced that this cannot be accomplished through independent study alone. Thus, attendance at classes is **required** unless legitimate and special reasons exist for absences or tardiness. **Any such absences or tardiness should be discussed directly with the course instructor.**

University of Southern California policy permits students to be excused from class, without penalty, for the observance of religious holy days. This policy also covers scheduled final examinations that 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.

**If you are unable to attend class, please leave a message for me at (323-954-1293) or with the school's receptionist. Do not leave a message on the school's voice mail. Calls will be returned promptly.**

## VI. ACADEMIC ACCOMMODATIONS

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776

## VII. REQUIRED TEXTBOOKS

Goldenberg, I., and Goldenberg, H. (2004), *Family Therapy: An Overview*, (6<sup>th</sup> Edition), Pacific Grove, CA: Brooks/Cole Publishing Co.

McGoldrick, M. , Ed. (2002) *Re-Visioning Family Therapy: Race, Culture, and Gender in Clinical Practice*, NY: Guilford Press

McGoldrick, M., Gerson, R. & Shellenberger, S. (1999), *Genograms: Assessment and Intervention, 2<sup>nd</sup> Edition*, NY: Norton

## **COURSE OUTLINE**

### **Classes 1 & 2: What Is Family Systems Theory?**

#### Required Reading

Text: Part I, Chapter 1: Adopting a Family Relationship Framework, pages 3 -21

Guttman, H.A. (1991), Systems Theory, Cybernetics, and Epistemology in Gurman, A and Kniskern, D., *Handbook of Family Therapy, Volume II*, New York: Brunner/Mazel, Part I, Chapter 2, pp. 41-62.

#### Strongly Recommended Reading

Walsh, F. (2003), Clinical Views of Family Normality, Health, and Dysfunction: From Deficit to Strengths Perspective, in Walsh, F. (Ed.), *Normal Family Processes: 3rd Edition*, NY: Guilford, Ch. 2, pp. 27-57.

### **Class 3: The Emergence of Family Therapy**

#### Required Reading

Text, Part II, Chapter 5: The Evolution of Family Therapy, pages 93-120

#### Strongly Recommended Reading

Hoffman, L. (1981), Early Research on Family Groups and Family Therapy and the Great Originals, in *Foundations of Family Therapy*, New York: Basic Books, Chapters 1& 12

Broderick, C. & Schrader, S. (1991), History of Professional Marriage and Family Therapy in A. Gurman and D. Kniskern, *Vol.2*, pp. 3-40

### **Class 4: Constructing a Genogram: Therapist's Family of Origin**

#### Required Reading

McGoldrick, Gerson & Shellenberger, Pages 1-52 and 99-114.

Pinderhughes, E. (1998), Black Genealogy Revisited: Restorying an African American Family, in McGoldrick, M. (Ed.) (1998) *Re-visioning Family Therapy: Race, Culture, and Gender in Clinical Practice*. New York: Guilford, Chapter 14, pp. 179-199.

#### Strongly Recommended Readings

Colon, F (1998), The Discovery of My Multicultural Identity, in McGoldrick, Chapter 15, pp. 200-214

Falicov, C. (1998) .The Cultural Meaning of Family Triangles, in McGoldrick, pp. 37-49

### **Class 5: The Family Life Cycle**

#### Required Reading

Goldenberg Text: Part I, Chapter 2: Family Development: Continuity and Change, pages 22-48.

Falicov, C. (1999), The Latino Family Life Cycle, in Carter, B. & McGoldrick, M., *The Expanded Family Life Cycle*, Boston: Allyn & Bacon Chapter 8, pages 141-152

#### Strongly Recommended Reading

Cowan, P. & Cowan C. (1995), Normative Family Transitions, Normal Family Process, and Healthy Child Development, in Mikesell, R., Lusterman, D-D, and McDaniel, S., Eds., *Integrating Family Therapy: Handbook of Family Psychology and Systems Theory*, Washington, DC: APA, Chapter 16, pp. 424-459.

Slater, S. (1999), *The Lesbian Family Life Cycle*, Urbana, Ill.: University of Illinois Press

### **Class 6: Gender**

#### Required Reading

Text: Part I, Chapter 3: Gender, Culture, and Ethnicity Factors in Family Functioning, pages 50-68

Goldner, V. (1985), Feminism and Family Therapy, *Family Process*, 24, 31-47

McGoldrick text: Johnson, T. and Keren, M., The Families of Lesbian women and Gay Men, pages 320-329.

#### Strongly Recommended Reading

Laird, J. (1996), Invisible Ties: Lesbians and Their Families of Origin, in Laird, J and Green, R-J. (Eds.) *Lesbians and Gays in Couples and Families: A Handbook for Therapists*. San Francisco: Jossey Bass, pp. 89-121

McGoldrick text: Garcia-Preto, N., Latinas in the United States: Bridging Two Worlds

### **Class 7: Culture and Ethnicity**

McGoldrick, M. (2003), Culture: A Challenge to Concepts of Normality, in Walsh, F. (Ed.), *Normal Family Processes, 3<sup>rd</sup> Edition*, New York: Guilford Press, Chapter 9, pages 235-259.

Bean, R., Perry, B., Bedell, T. (2002), Developing Culturally Competent Marriage and Family Therapists: Treatment Guidelines for Non-African-American Therapists Working With African-American Families, *Journal of Marital and Family Therapy*, V.28, Issue 2, pages 153-165.

#### Strongly Recommended Reading

McGoldrick text: Mahmoud, V., The Double Binds of Racism, , pages 255-267

### **Class 8: Structural Approach:\ Working with Children**

#### Required Reading

Text: Chapter 9, The Structural Model, pp. 212-238

Lund, L, Zimmerman, T. Haddock, S. (2002), The Theory, Structure and Techniques for the Inclusion of children in Family Therapy: A Literature Review, *Journal of Marital and Family Therapy*, V. 28, Issue 4, pages 445-455.

#### Strongly Recommended Readings

Chasin, R. & White, T., (1989), The Child in Family therapy: Guidelines for Active Engagement across the Age Span, in Combrick-Graham, L. (Ed.), *Children in Family Contexts, Perspectives on Treatment*, New York: Guilford Press, Chapter 1, pages 5-24.

Minuchin, P. (1995), Foster and Natural Families: Forming a Cooperative Network, in Combrick-Graham, L. (Ed.), *Children in Families at Risk, Maintaining the Connections*, New York: Guilford Press, Chapter 12, pages 275-298.

## **Class 9: Structural Approach: Working with Adolescents**

### Required Reading

Corcoran, J. (2003), Structural Family Therapy with Adolescent Conduct Disorder, in Corcoran, J., *Clinical Applications of Evidence-Based Family Interventions*, Oxford University Press, Chapter 6, pp. 155-177.

Becker, D., Liddle, H. (2001), Family Therapy With Unmarried African American Mothers and their adolescents, *Family Process*, V.40, Issue 4, pages 413-428.

### Strongly Recommended Reading

Bowling, S.W., Kearney, L., Lumadue, C., St. Germain, N. (2002), Considering Justice, An Exploratory Study of Family Therapy with Adolescents, *Journal of Marital and Family Therapy*, V. 4, Issue 4, pages 413-428.

Straus, M. (2006), Hungry for Connection: 10 Ways to Improve Your Therapy with Adolescent Girls, *Psychotherapy Networker*, V. 30, Issue 4

## **Class 9: Ecological/Multisystems Approach**

### Required Reading

Hartman, A. & Laird, J. (1983), The Family in Space: Ecological Assessment, in *Family Centered Social Work Practice*, New York: Free Press, Chapter 8, pages 157-186.

Pulleyblank Coffey, E. (2004), The Heart of the Matter 2: Integration of Ecosystemic Family therapy Practices with Systems of Care Mental Health Services for Children and Families, *Family Process*, V. 43, Issue 2, pages 161-174.

### Strongly Recommended Readings

Rojano, R. (2004) The Practice of Community Family Therapy, *Family Process*, V. 43, Issue 1, pages 59-78.

Imber-Black, E. (1988), *Families and Larger Systems*. New York: Guilford Press, especially Chapters 1, 2 and 7

## **Class 10: From Strategy to Solution-focused Therapy**

### Required Reading

Text: Part III, Chapter 10, Strategic Models, pages 239-265

Madanes, C. (1981), Elements of Strategic Family Therapy, in *Strategic Family Therapy*, San Francisco: Jossey Bass, Chapter 2, pp. 19-28.

Clark, M.D. (1997), Interviewing For Solutions, *Corrections Today*, vol. 59, Issue 3, pages 98-102.

#### Strongly Recommended Readings

Weakland, J., Fisch, R. et.al. (1974). Brief Therapy: Focused Problem Resolution. *Family Process* (13), pp. 141-168.

Watzlawick, P., Weakland, J. & Fisch, R. (1974). *Change: Principles of Problem Formation and Problem Resolution*. New York: Norton, Chapters 1-3, pp. 1-73

Hoffman, L. (1981), The Systemic Model, *Foundations of Family Therapy*, New York: Basic Books, pp. 284-404

### **Class 11: Experiential Approaches**

#### Required Reading

Text: Part III, Chapter 7, Experiential Models, pages 153-180

Whitaker, C. (1976). The Hindrance of Theory in Clinical Work, in Guerin, ed., *Family Therapy: Theory and Practice*, Chapter 8. New York: Gardner Press

#### Strongly Recommended Reading

Satir, V. (1972), Family systems and Approaches to Family Therapy, in Erickson, G. and Hogan T, Eds., *Family Therapy: An Introduction to Theory and Technique*, Monterey, CA: Brooks/Cole, pp. 211-221

### **Class 12: Feminist Contributions to Family Therapy**

#### Required Reading

Hare-Mustin, R. (1989), The Problem of Gender in Family Therapy Theory, in McGoldrick, M., Anderson, C., Walsh, F., pp 61-77.

#### Strongly Recommended Reading

Walsh, F. & Scheinkman, M., (1989), (Fe)male: The Hidden Gender Dimension in Models of Family Therapy, in *Women in Families*, pp. 16-41.

## **Class 13: Post-Modernist Paradigm Shift**

### Required Reading

Text, Part IV, Chapters 13, Postmodernism and the Social Constructionist Family Therapies, pages 321-341

Berg, I. K., De Jong, P. (1996), Solution-building Conversations: Co-constructing a Sense of Competence with Clients, in *Families in Society*, Jun 1996. Vol. 77, Issue. 6, p. 376 (16 pp.)

### Strongly Recommended Reading

Freedman J. & Combs, G. (1996), Shifting Paradigms: From Systems to Stories, in *Narrative Therapy: The Social Construction of Preferred Realities*. New York: WW Norton, pp. 1-41

Hoffman, Lynn. (1992). A Reflexive Stance for Family Therapy, in McNamee, S. & Gergen, K.J. (Eds.), *Therapy as Social Construction*. Newbury Park, CA: Sage, pp. 7-24.

## **Class 14: Narrative Therapy**

### Required Reading

Text: Narrative Therapy, Chapter 14, pages 343-355

Morgan, A (2000), *What is Narrative Therapy? An Easy-to-read Introduction*, Adelaide, Australia: Dulwich Centre Publications .

### Strongly Recommended Readings

White, M. & Epston, D. (1990). Story, Knowledge and Power, in *Narrative Means to Therapeutic Ends*. New York: WW Norton, pp. 1-37.

## **Class 15: Family Theories Overview and Review**

### Required Reading

Text, Part VI, Chapter 19, A Comparative View of Family Theories and Therapies, pages 451-467.

**NOTE:** The order of readings may be changed to reflect the needs, interests and goals of the class.