FALL 2019
CLINICAL WORK WITH FAMILIES (SOWK 612.03 S03) - COURSE OUTLINE

Course Details

Certificate:	Clinical Practice with Individuals, Families & Groups
Classroom:	Blended
Day & Time:	Synchronous (Zoom) sessions: September 10, November 19 & 26 8:00 – 9:00pm MST Asynchronous (D2L) sessions: September 17 & 24; October 1, 8, 15 & 22; December 3 Residencies: September 27, 28 & 29; November 1, 2 & 3 (6-9pm on Fridays and 9-4 on Saturdays and Sundays)
Instructor:	Dan Wulff, PhD, RSW, RMFT (nationally)
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Office Hours:	By appointment

Syllabus Statement

In this course we will concentrate on helping students make the paradigm shift necessary to conceptualize family problems as relational problems and the kinds of listening and conversation that will help families join together to live harmoniously while facing the tasks of development and growth. We will include learning to speak to the discourses and (in)justices that contribute to keeping problems in place as well as ways to study one's own clinical work with families.

Course Description

The primary focus we hold for this course is to learn about the theories of working with various forms of families who are experiencing multiple mental health, development, and relational concerns and what makes each theory useful, to come to know ways to influence change when working with families from a systemic/relational stance, and to offer many opportunities to practice facilitating conversations with families.

Course Learning Objectives (CLOs)

1. Learn theories that undergird effective systemic/relational facilitation toward transformation and change.
2. Learn the common as well as specific types of questions and processes that can be used in exploring relationships and ways to respond to challenges/problems.
3. Facilitate family conversations toward personal and interpersonal change.

Relationship to Other Courses

Clinical Practice with Families fits in with the continuing series of the Clinical Practice courses designed for social workers to develop the understandings and skills for Advanced Clinical Practice as part of the Clinical Social Work Specialization.

Course Text

Tomm, K., St. George, S., Wulff, D., & Strong, T. (2014). *Patterns in interpersonal interactions: Inviting relational understandings for therapeutic change.* New York, NY: Routledge.

There will be assigned readings for certain weeks that can be accessed through the Internet and/or the Taylor Digital Library.

Class Schedule

Date	Activities	Preparation
Sept. 10 Zoom Synchronous session 8pm – 9pm MST	**Focus:** Introductions **Focus:** Good *family* interviews	Read course outline Interview your learning partner to come to know him/her/them. Please email me when you have completed your interviews.
Sept. 17	**Focus:** Good conversations **Focus:** IPscope	Watch video: https://www.youtube.com/watch?v=ydQd7KxrFDM "We Need to Talk: How To Have Conversations That Matter" | Talks at Google Read Introduction and Ch. 1 **Discussion Board Assignment 1:** Post a list of 3 elements that you think are critical to good conversations/interviews. Provide your rationale and any literature that you would use to support your position. Please have these up by September 14 and respond to at least two of the posts by your classmates by September 17.
Sept. 24	**Focus:** Connecting theory and practice **Focus:** Connecting research and practice	Read Chs. 2 and 10 **Discussion Board Assignment 2:** In about 200 words, highlight how theory and practice are connected. Do the same for how research and practice are connected. Post these by September 21 and be sure to read all other posts by September 24.

Sept. 27, 28, and 29 In residence 6-9pm on Friday and 9-4 on Saturday and Sunday (Half of these hours are attributed to each course—individuals and families)	**Focus:** Ethics **Focus:** Generative questions for assessing and intervening **Focus:** Use of the self of the clinician; attending to personal disclosure **Focus:** Generative questions for assessing and intervening **Focus:** Listening for social justice talk in a clinical interview **Focus:** Eliciting feedback from clients **Practice:** Developing five different ways to ask these "What?" and "How?" questions **Practice:** Practicing these with a partner and accomplishing this in 10 minutes **Focus/Practice:** Interviewing practice with individuals and families with all 4 Instructors (morning and afternoon) **Focus/Practice:** Demonstrations plus "as if" listening and reflecting processes **Practice:** Partner practice with a prepared scenario	Read van der Meiden et al. article Read Ch. 6 Learning partners design 7 questions that you could use to ask for feedback. This is not evaluation or judgment but concrete feedback on the joint process of working together.
Oct. 1	**Focus:** Social justice talk with families	Read Chs. 7 and 8
Oct. 8	**Focus:** Varieties of working relationally	Andersen, T. (1987). The reflecting team: Dialogue and meta-dialogue in clinical work. *Family Process, 26,* 415-428. http://www.willhall.net/files/OpenDialogueReflectingTeamAndersenFamilyProcess1986.pdf Anderson, H. (2012). Collaborative relationships and dialogic conversations: Ideas for a relationally responsive therapy. *Family Process, 51*(1), 8-24.

		Carr, A. (1998). Michael White's narrative therapy. *Contemporary Family Therapy, 20*(4), 485-503.
Oct. 15	**Focus:** Noticing PIPs	Read Ch. 4

Discussion Board Assignment 3: Post a comment of 200 words outlining the commonalities and differences among the IPscope, Tom Andersen's work, Harlene Anderson's work, and Michael White's work. Post these comments by Oct. 12 and read the other students' comments by Oct. 15.

Paper 1 Due |
| Oct. 22 | **Focus:** TIPs

Focus: Open Dialogue | Read Ch. 5

Watch: OPEN DIALOGUE: an alternative Finnish approach to healing psychosis: https://www.youtube.com/watch?v=HDVhZHJagfQ

Seikkula, J., Arnkil, T. E., & Erikkson, E. (2003). Postmodern society and social networks: Open and anticipation dialogues in network meetings. *Family Process, 42*(2), 185-203. |
| Nov. 1, 2, and 3 In residence

6-9pm on Friday and 9-4 on Saturday and Sunday (Half of these hours are attributed to each course— individuals and families) | **Focus:** Discussion on meaning and on diagnosis

Focus: Practice Sessions 1, 2, and 3.

Focus: Reflecting on practice | |
| Nov. 10-16 | Fall Break | |
| Nov. 19 Zoom Synchronous session 8pm – 9pm MST | **Focus:** Just Therapy

Practice: Discuss how you could imagine using a Just Therapy approach in a Canadian social work practice context. | Waldegrave, C., King, P., Maniapoto, M., Tamasese, T. K., Parsons, T. L., & Sullivan, G. (2016). Relational resilience in Maori, Pacific, and European sole parent families: From theory and research to social policy. *Family Process, 55*(4), 673-688. |
| Nov. 26 Zoom Synchronous session 8pm – 9pm MST | **Focus:** Narrative Therapy and Community Work

Practice: Consider ways you could use the idea of "hard won | Dulwich Centre. (n.d.). *Healing stories: Partnerships with Aboriginal and Torres Strait Islander communities.* Retrieved from http://dulwichcentre.com.au/healing-stories-partnerships-with-remote-aboriginal-and-torres-strait-islander-communities/ |

	knowledges" in social work practice contexts.	Read: *Linking stories and initiatives: A narrative approach to working with the skills and knowledge of communities* by David Denborough, Carolyn Koolmatrie, Djapirri Mununggirritj, Djuwalpi Marika, Wayne Dhurrkay and Margaret Yunupingu
Dec. 3	**Focus:** Response-based Therapy **Focus:** Reactions to violence as "acts of resistance."	Wade, A. (1997). Small acts of living: Everyday resistance to violence and other forms of oppression. *Contemporary Family Therapy, 19*(1), 23-39.
December 6		**Paper 2 due** **Discussion Board Assignment 4:** Please post a final reflection on your learnings from this course, noting where and how it is showing up in your clinical work.

Assignments

Participation (40%)
It is important to use class time to develop practice skills/behaviors through the variety of forms of participation available (individual, pairs, trios, small groups, whole class, discussion boards). This is not simply about quantity (although regular participation is vital), but about consistent engagement and contribution to the group's progress. This is about adding to the learning of fellow classmates as much as you attend to your own learning. I will provide my assessment about your participation at midterm (and at other times if you request it).

Apply the same standards of behavior, communication, and courtesy about punctuality, attendance, and readiness for work that would apply to a professional social worker in meeting with clients, supervisors, or in attending agency meetings. In addition to attendance, grades for participation are based on asking questions, sharing experiences, actively participating in class discussions or small group exercises, and giving respectful feedback to others during class. It also includes using office hours as needed to ask for help, problem solve, and/or to clarify the assignments, or to identify individual learning needs. Above all, participation means demonstrating personal and professional engagement in the learning process.

If a situation arises that precludes class attendance, the student should apprise the instructor. It is neither the instructor's responsibility to determine why a student was not in class nor is it the instructor's responsibility to advise the student of what was missed by a student's absences or tardiness to class. Your absence deprives the class of your participation that day so if you must be absent, consider ways you could add to the class upon your return.

Paper 1 – Social Justice in Clinical Work (30%)
Clinical social work must address issues of social justice. In this paper, the student will make the case for why this important and how clinical work can do this. Use specific illustrations of how this could be accomplished in practice. Include references as needed (there is an expectation that you should be able to use at least five references). Use APA citation formats and use excellent spelling and grammar. Length of paper should be close to 2000 words.

Paper 2 – Specific Model/Approach (30%)
Select one of the models/approaches discussed in this course and compose a paper that looks into it more in depth than we did in class, specifically looking for its relevance to clinical social workers who focus on families. Focus on those elements of the model/approach that reveal potential to address social injustices (on any and all levels) rather than simply help client families to "adjust" to the systems and communities they live within. Include references as needed (there is an expectation that you should be able to use at least five references). Use APA citation formats and use excellent spelling and grammar. Length of paper should be close to 2000 words.

Recommended Readings

Andersen, T. (1995). Reflecting processes; Acts of forming and informing: You can borrow my eyes, but you must not take them away from me! In S. Friedman (Ed.), *The reflecting team in action: Collaborative practice in family therapy* (pp. 1-37). New York, NY: Guilford Press.

Andersen, T. (1996). Language is not innocent. In F. W. Kaslow (Ed.), *Handbook of relational diagnosis and dysfunctional family patterns* (pp. 119-125). New York, NY: John Wiley & Sons.

Anderson, H., & Goolishian, H. (1988). Human systems as linguistic systems: Preliminary and evolving ideas about the implications for clinical theory. *Family Process, 27*(4), 371-393.

Anderson, H. (1997). *Conversation, language, and possibilities: A postmodern approach to therapy*. New York, NY: Basic Books.

Anderson, H. (2005). Myths about 'not knowing.' *Family Process, 44,* 497-504.

Arnkil, T. E., & Seikkula, J. (2015). Developing dialogicity in relational practices: Reflecting on experiences from open dialogues. *Australian & New Zealand Journal of Family Therapy, 36,* 142-154.

Center for Response Based Practice. (n.d.). *Resources*. Retrieved from http://www.responsebasedpractice.com/resources

Coates, L., & Wade, A. (2007). Language and violence: Analysis of four discursive operations. *Journal of Family Violence, 22,* 511-522.

Combs, G., & Freedman, J. (2012). Narrative, poststructuralism, and social justice: Current practices in narrative therapy. *The Counseling Psychologist, 40*(7), 1033-1060.

Dulwich Centre. (n.d.). *Commonly-asked questions about narrative approaches to therapy, community work, and psychosocial support*. Dulwich Centre. Retrieved from https://dulwichcentre.com.au/articles-about-narrative-therapy/common-questions-narrative-therapy/

Gehart, D. R. (2018). The legacy of Tom Andersen: The ethics of reflecting processes. *Journal of Marital and Family Therapy, 44*(3), 386-392.

Hoffman, L. (1998). Setting aside the model in family therapy. In M. Hoyt (Ed.), *The handbook of constructive therapies* (pp. 100-115). San Francisco, CA: Jossey Bass.

Hoffman, L. (2000). A communal perspective for relational therapies. *Journal of Feminist Family Therapy, 11*(4), 5-17.

Hoffman, L. (2002). *Family therapy: An intimate history.* New York, NY: W. W. Norton.

Madsen, W. (1999). *Collaborative therapy with multi-stressed families*. New York, NY: Guilford Press.

Malinen, T., Cooper, S. J., & Thomas, F. (2012). *Masters of narrative and collaborative therapies: The voices of Andersen, Anderson, and White*. New York, NY: Routledge.

Morgan, A. (n.d.). *What is narrative therapy?* Dulwich Centre. Retrieved from https://dulwichcentre.com.au/what-is-narrative-therapy/

Paré, D., & Lysack, M. (2004). The willow and the oak: From monologue to dialogue in the scaffolding of therapeutic conversations. *Journal of Systemic Therapies, 23*(1), 6-20.

Parton, N., O"Byrne, P. (2000). *Constructive social work: Towards a new practice*. New York, NY: Palgrave Macmillan.

Richardson, C., & Wade, A. (2000). Islands of safety: Restoring dignity in violence-prevention work with indigenous families. *First Peoples Child & Family Review, 5*(1), 137-145. Retrieved from http://media.wix.com/ugd/3dfdee_7ab39061473e4d17bc17a40818cd2a5c.pdf

Seikkula, J., & Olson, M. E. (2003). The open dialogue approach to acute psychosis: Its poetics and micropolitics. *Family Process, 42*(3), 403-418.

Seikkula, J., & Trimble, D. (2005). Healing elements of therapeutic conversation: Dialogue as an embodiment of love. *Family Process, 44*(4), 461-475.

Shotter, J. (2015). Tom Andersen, fleeting events, the bodily feelings they arouse in us, and the dialogical: Transitory understandings and action guiding anticipations. *Australian and New Zealand Journal of Family Therapy, 36,* 72-87.

Todd, N., & Wade, A. (2004). Coming to terms with violence and resistance: From a language of effects to a language of responses. In T. Strong & D. Pare (Eds.), *Furthering talk: Advances in the discursive therapies* (pp. 145-161). New York, NY: Kluwer Academic/Plenum. https://www.responsebasedpractice.com/app/uploads/Coming-to-Terms-with-Violence-and-Resistance.pdf

Tomm, K. (1993). The courage to protest: A commentary on Michael White's work. In S. Gilligan & R. Price (Eds.), *Therapeutic conversations* (pp. 62-80). New York, NY: W. W. Norton.

Tomm, K. (1998). Co-constructing responsibility. In S. McNamee & K. Gergen (Eds.), *Relational responsibility* (pp. 129-137). Thousand Oaks, CA: Sage.

Waldegrave, C. (2009). Cultural, gender, and socioeconomic contexts in therapeutic and social policy work. *Family Process, 48*(1), 85-101.

Waldegrave, C., & Tamasese, K. (1993). Some central ideas in the "Just Therapy" approach. *Australian & New Zealand Journal of Family Therapy, 14*(1), 1-8. http://www.familycentre.org.nz/Publications/filesSocialPolicyResearch/family-process-vol48.pdf?PHPSESSID=20316115c5989f116bc69ec339a77ce1

Weingarten, K. (1995). *Cultural resistance: Challenging beliefs about men, women, and therapy*. New York, NY: Haworth.

Weingarten, K. (1998). The small and the ordinary: The daily practice of a postmodern narrative therapy. *Family Process, 37,* 3-15.

White, M. (1993). Deconstruction and therapy. In S. Gilligan & R. Price (Eds.), *Therapeutic conversations* (pp. 22-61). New York, NY: W. W. Norton.

White, M. (2005). *Workshop notes*. Retrieved from https://dulwichcentre.com.au/michael-white-workshop-notes.pdf

Wulff, D. (2011). Postmodern social work. In F. J. Turner (Ed.), *Social work treatment: Interlocking theoretical approaches* (5th ed.). New York, NY: Oxford University Press.

Wulff, D. (2017). Socially constructing social work. In F. J. Turner (Ed.), *Social work treatment: Interlocking theoretical approaches* (6th ed., pp. 504-512). New York, NY: Oxford University Press.

Wulff, D., & St. George, S. (2011). Family therapy with a larger aim. In S. Witkin (Ed.), *Social construction and social work practice: Interpretations and innovations* (pp. 211-239). New York, NY: Columbia University Press.