



Clinical Marriage and Family Assessment – COUN6350
New Orleans Baptist Theological Seminary
Church & Community Ministries Division
Spring 2017

Kathryn A. Steele, Ph.D., LPC-S, LMFT-S
Leeke Magee Christian Counseling Center
3939 Gentilly Blvd, New Orleans, LA 70126
504-816-8004

*The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill
the Great Commission and the Great Commandments through the local church and its ministries.*

Purpose of Course

The purpose of this course is to provide theological training designed to enhance a student's potential to respond effectively and redemptively to persons struggling with emotional, relational, and/or spiritual problems. This course will address the curriculum competency component of Christian Counseling in both the M. Div. and MAMFC degrees.

Our Core Values

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Characteristic Excellence. What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Curriculum Competencies Addressed

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are::

1. *Spiritual and Character Formation:* The course affords students structured opportunities to grow personally and to learn to facilitate spiritual and character formation in others.

2. *Biblical Exposition*: The course affords students opportunities to apply sound biblical exposition in the evaluation of theories concerning marriage and family.
3. *Servant Leadership*: The course affords students opportunities to learn and apply skills of counseling and assessment that assist marriages and families in developing healthier relationships, within and outside the church.
4. *Interpersonal Skills*: The course affords students the opportunity to develop their skills in counseling and assessing others in relation to their marital and/or family issues.
5. *Mission Focus*: We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Course Catalog Description

Students will examine the developmental theories, personality career theories, and decision- The purpose of this course is to enable students to assess family systems, to develop knowledge of current family life demographics, and to examine various clinical family assessment techniques and tools. Lectures, discussions, assessments and experiential methods are used to help students gain an understanding of marriage and family styles, symptomatology, and interviewing and assessment techniques. COUN6350 is a prerequisite to all other “therapy” courses taught at NOBTS.

Student Learning Outcomes

At the conclusion of the course, the student will:

1. Demonstrate understanding of a Biblical theology of marriage and family, and use this understanding in activities of assessment and planning for intervention.
2. Possess an enhanced knowledge of family life demographics.
3. Be able to perform multidimensional family assessments which examine the ecological fit, the intergenerational issues, the life cycle issues, the family structure and the communication and transactional patterns of the family.
4. Be able to assess risks in families, and discern special needs, including the risks of family violence, maltreatment of children, misuse of substances, and risks resulting from lack of resources such as homelessness and poverty.
5. Be able to work with diverse family structures in a culturally responsive way, selecting and adapting practice models and intervention strategies which are most effective in the family’s cultural context.
6. Be able to develop and contract effective treatment plans which meet the complex needs of families faced with multiple challenges in a manner which empowers families through their involvement in setting goals and making choices.
7. Be able to select and implement intervention strategies appropriate for family needs and treatment goals.
8. Be prepared for more advanced courses in marriage and family therapy.

Textbooks

Required Textbooks:

McGoldrick, M., Gerson, R., & Petry, S. (2008). *Genograms: Assessment and Intervention*. N.Y.: W.W. Norton & Co. ISBN: 978-0-393-70509-6

Ragg, D.M. *Building Family Practice Skills: Methods, Strategies, and Tools*. Brooks/Cole ISBN: 978-0-534-55686-0

Course Requirements

Reading, lecture notes, discussion, Blackboard, and presentations will be employed in this course of study. Students will interview and give assessment instruments to self and others. Students will do personal evaluations of their lifestyle issues and career paths, including research into resources in these areas. Students will be evaluated for knowledge of career development and counseling and related lifestyle issues through exams. Students should be prepared to thoroughly discuss the reading material and demonstrate the reading/class assignments in class discussions and assignments. Students will submit an evaluation of their reading in the class.

Course Requirements

1. **Family Culture Paper (20%)** Students will select a cultural group that are different from the culture in which they have been raised. After selecting a cultural group, the student will read and explore the cultural impact on families in that culture utilizing the categories in the cultural ring presented in class. (There is digital copy of the Culture Ring on Blackboard for your use in the assignment). A great resource is McGoldrick, M., (2005). *Ethnicity and Family Therapy*. **Due Feb 14**

1. **Application of the Culture Ring using a Digital Copy of the Culture Ring.** Hard copy to be turned in at class Feb 14 (60 points of this assignment.)
2. In considering **parenting patterns common within the Conservative Religious Groups (chart, p. 82 in Ragg), are there any differences between these practices and the practices of the dominant culture?** Please prepare a chart similar to the chart on p. 82 for the culture group you studied. Include a bullet point list at bottom of chart page listing the differences. Hard copy to be turned in at class Feb. 14. Post this chart on Blackboard/Discussion Board/Cultural Ring Assignment. (25 points of this assignment).
3. **Describe formal and informal supports available** for families within this culture **here in New Orleans** (15 points of this assignment.). Include any websites or group contact information. This should be at the bottom of Culture Ring page.

2. **Family Assessment Assignment (45% total grade) (3 sections)**

This assignment has three components each due on different dates. Each component builds on the previous work. The first paper requires one to complete a genogram of their family, the second selects a couple from the larger family to perform an assessment, the last element completes a treatment plan (contract) complete with goals and objectives. All of the content will be drawn from the class materials and your family. The papers are self-reflective but must apply the course concepts.

1. Genogram (15%) – 1 large page

The genogram assignment builds the skills associated with tracking family patterns. This is a critical skill for family work. While some students may have completed similar assignments in the past, it is important to complete this assignment as it provides a foundation for future assignments in this course. Make sure you have the following three sections on your genogram.

1. Draw a three generational genogram. Make sure you include your parents' parents, your parents and yourself. If you are married do the same for your partner. What you want to have is a clear genogram of who has been influential in the family system over three generations. (25 points)
2. Identify intergenerational patterns (interaction, roles). On the genogram, use a legend and lines to identify the relationships among the members. Be sure to identify very close, conflicted and tenuous relationships as they occurred in the family systems. Also include notes to identify critical roles (e.g., family hero, scapegoat, peacemaker, rescuer, clown) played by the different members and content to reflect the themes associated with the different members. These notations should be brief and included on the genogram. Be sure to refer to the document "Break the Power of the Past" on Blackboard/Documents. (37.5 points)
3. Identify triangles and coalitions. On the genogram, review the patterns outlined in section 2 and identify critical triangles and coalitions. Use a highlighter to illustrate the triangles/coalitions and at the bottom of the genogram, briefly describe how they operated in the family system. (37.5 points) **Due Feb 21**

2. Assessment (15%)

1. If you are in a marital relationship base this assignment on yourself. If not, try to use your family of origin. (See BlackBoard for more instructions, forms, and grading rubric.)
2. Using a four-cell model (p. 137 Ragg), extract from your genogram your biological and environmental influences. Jot the critical themes in the boxes on the four-cell model. (10 points)
3. From these themes, identify next the belief systems and affective processing that emerged from living in your family structure. (10 points)
4. For each processing/belief system, identify in the behavior cell the corresponding action/interactions. (10 points)
5. Repeat steps 1 – 3 for your partner (or other parent if parents are used) (20 points)
6. Using a split model (split on beliefs and behaviors) identify the similarities and differences between partners. (20 points)
7. Write an assessment statement (sample begins page 179) outlining the challenges that emerge through the two models as they combine. Outline how each model has similarities or differences that contribute to different types of challenges in the relationship (30 points). **Due March 7**

3. Treatment Plan (15%)

This assignment builds on the previous assignments. In this assignment one assumes that engagement has occurred and you are proceeding with service. This assignment is to develop a treatment plan. *The rubric for grading this assignment is attached to this*

syllabus. Please complete the assignment according to this rubric. (See Blackboard for more instructions and a form.)

1. Identify one or two goals that would help the family members from the engagement assignment resolve their situation. (see Ragg 192 and following) (20 points)
2. For the goals, identify objectives that would need to be met to achieve those goals. (20 points)
3. Identify how goal achievement would be measured and integrate the measures into a contract through outlining an evaluation plan. (20 points)
4. Identify the types of service activity that you would use to achieve each goal and objective. (20 points)
5. Identify other people or supports that you would try to include. Make sure you identify the roles that each would play and how they would fit into the goals. (20 points). **March 28**

3. Participation/Reading (10%)

This course is a combined seminar and lecture, which will require active participation. Active participation involves: 1) being in class on time, 2) being prepared for discussion by completing the assigned readings, 3) talking during discussions, 4) applying the readings during discussion, 5) staying on topic and focused during discussions, and 6) Students are expected to attend all classes. Attendance also involves being in class on time and ready to work. NOBTS regulations declare class failure if a student misses more than 9 hours in a 3 credit course (6 class periods). However, part of your participation grade will be based on how many absences the student has. The following guidelines is used to help calculate the class attendance part of the grade for participation: 0-2 absences -0 pts/ 3-4 absences -1 pt/5-6 absences -2 pts. 3 tardies are equal to one absence.

4. Exercises (10%)

Fifteen chapter exercises will be used as part of class discussions. Students will receive 6.66 points for completing each of the chapter exercises assigned and handing them in the day of class. The exercises must be completed before class. Exercises need to be type written on a separate sheet of paper, with questions included.

*Occasionally I may offer a substitute exercise to be done in place of the assignment. The Student may choose which exercise they prefer.

5. Course Journal (15%)

The student will keep a journal throughout this course. There are 8 entries assigned, but students are encouraged to make more entries if they desire.

As you complete the journal assignments, you should continually be assessing your interactions, thoughts, emotions that reflect your understanding of the strengths and resilience in your family, and reflecting on how these observations and experiences help your personal and professional development. The Journal assignments are listed after the Reading and Writing Assignments. These Journal Assignments can also be accessed by downloading the syllabus from Blackboard.

Please copy and paste each Journal Assignment at the top of each entry.

The journal will be kept in a soft three pronged folder, not a binder. Each entry can be turned in alone, then when returned to the student, added to the folder.

The complete journal will be turned in with Journal assignment #8, then returned at the final. All Journal Assignments need to be turned in as hard copies.

Evaluation of Grade

Family Culture Assignments	20%
Family Assessment Assignment	
Genogram	15%
Assessment	15%
Treatment Plan (Contract)	15%
Class Participation/Reading	10%
Exercises	10%
Journal	15%

Course Policies

Reading Assignments

Students are required to read all assigned reading and expected to demonstrate through class discussion. **In any class period that I believe you have not read, I will request a reading report, which if it is below 90% of the assignment read will count as an absence.**

Professor's Policy on Late Assignments

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by 8 points per class period.

Papers & Assignments: All assignments are to be typed in either Times New Roman 12 or Courier 10. Any deviation in this will result in the deduction of points. Assignments - electronic submissions where approved – will be turned in at or before the beginning of the class on the date they are due. Papers of assignments turned in after this time will be considered late. Assignments must be turned in to the professor. The time and date of submission will be noted. No assignments may be submitted by fax or e-mail without prior approval. All counseling students will write papers in accordance to standards set in the APA Publication Manual.

Attendance and class participation: In accordance with NOBTS & department policy, students are expected to attend regularly and punctually all classes in accordance with NOBTS requirements. Class attendance is essential for effective learning. Students will be expected to attend all classes unless prevented by illness or emergency. No student who misses more than the maximum number of hours as prescribed below can receive credit for the course. A grade of “F” will be assigned to students who fail to attend class and meet the minimum number of hours.

Class periods missed because of late enrollment will be counted as absences. Students may not enter after the end of the second week of the beginning of each regular semester. Three occasions of arriving late for a class or leaving early from class will count as one absence. Students should take care to avoid unnecessary absences so that unexpected illness or emergencies will not cause failure in the class. The maximum number of absences without failure for a three-hour classroom course is 9 classroom hours absent. *Since this course meets once per week for three hours, this means the student may miss no more than three class periods.*

Professor's Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments.

Help for Writing Papers at "The Write Stuff"

This is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Please be aware that plagiarism in certain cases may result in expulsion from the seminary. Refer to the NOBTS Student Handbook http://www.nobts.edu/_resources/pdf/student-services/NOBTSHandbook.pdf where the definition, penalties and policies associated with plagiarism are clearly defined.

Classroom Parameters

Please arrive on time.
Turn off cell phones. Utilize laptops and other technology for class purposes only.
Respect the professor and other members of the class.
Maintain confidentiality when someone shares personal information.
Participate in class and group discussions.

Blackboard and ITC Technical Support

Blackboard is the instructional platform used in this class. Please make sure that your contact information is accurate and up-to-date. If you need assistance accessing Blackboard, Selfserve, or other technical support, please contact the Information Technology Center (Hardin Student Center 290 or call **504.816.8180**). Here are other helpful links to ITC assistance.

- Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
- BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
- ITCSupport@nobts.edu - Email for general technical questions/support requests.
- www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.
- For Student Assistance in using Blackboard, visit: [Student Bb Help](#)

Netiquette

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Academic Policies

Academic policies relate to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Academic Catalog](#).

Web-based Course Reminder/Warning

Web-based courses are, by nature, a different kind of learning experience than courses taught in the traditional classroom. Because of this structure, this web-based course is more reading and writing intensive than traditional classroom courses. Rigorous study of the deep things of God can be a rewarding experience for anyone who participates in it, but it also calls for extra diligence and integrity in completing the work. This reality does not mean that a web-based course cannot be successful in equipping you, the student, for effective, God-honoring ministry. It simply means utilizing a different strategy. Internet courses allow room for independent learners to thrive—to work at a responsible pace, to engage in student-led discussions, and to take ownership of the learning of course content. Note that your instructors are praying for your success.

Policy for Graduating Seniors

Graduating Seniors are responsible for alerting the professor of your intention to

graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

Course Schedule

Week	Content/Objectives	Reading / Class Assignments Due For This Week
Week 1 Tuesday Jan 24	Introduction/ Review of Syllabus/ Theology of Marriage and Family (Review) Family In the USA	
Week 2 Tuesday Jan 31	Thinking Family: Theories & Frameworks - Establish the context for family-based practice: - introducing variations in family structure - introducing trends in family intervention - introducing the basic functions of the family Highlight the differences between individual to systemic thinking concepts	Readings Due: Ragg: Ch 1 McGoldrick: Ch 1 & 2 Journal #1
Week 3 Tuesday Feb 7	Thinking Family in a Cultural Context - Review different approaches to thinking family including parental functions - Explore diverse systems of achieving functions Explore diversity in family boundaries	Readings Due: Ragg: Chapter 2 & 3 McGoldrick: Ch. 3 Exercise Due: 2.1 Journal #2
Week 4 Tuesday Feb 14	Assessment 1: Conducting the Assessment/Exploration Explore and apply family-based exploratory questioning strategies Explore the use of sculpting and expressive methods of assessment.	Readings Due: Ragg: Ch 4 McGoldrick: Ch. 5 Exercises: 4.1 & 4.2 Journal #3 Culture Ring Assignments Due
Week 5 Tuesday Feb 21	Assessment 2: Structuring The Assessment Explore assessment frameworks including genograms, the four-cell model, parental functions and risk assessment Contracting and Plans of Care Explore family contracting and goal setting	Readings Due: Ragg: Chapter 5 McGoldrick: Ch. 6 & 7 Due: Exercise: 5.3 Journal #4 Readings Due: Ragg: Chapter 6 McGoldrick: Ch 9 Written Work Due: Family Genogram Exercise: 6.1 & 6.2

Week	Content/Objectives	Reading/Class Assignments Due For This Week
Week 6 Tuesday Feb 28	No Class—Mari Gras	
Week 7 Tuesday March 7	Building Working Alliance: Preliminary Engagement - Identify problem perspectives and the need for consensus - Explore decisions about who to include and how to provide counseling.	Readings Due: Ragg: Chapter 7 Exercise: 7.3 Written Work Due: Assessment Assignment Journal #5
Week 8 Tuesday March 14	Spring Break	
Week 9 Tuesday March 21	Interactive Engagement Practice framing the problem in a full family context Practice inclusion strategies Positioning Families for Change	Readings Due: Ragg: Chapter 8 and 9 Exercise 8.1 & 8.2 Journal #6
Week 10 Tuesday March 28	Action System Interventions - Parental empowerment interventions - Working with child behavior within the family context Enhancing parental functioning	Readings Due: Ragg: Chapter 10 Exercise: 10.3 Treatment Plan Due
Week 11 Tuesday April 4	Processing System Interventions Explore application and adjustment of strategies with economically vulnerable and intellectually impaired parents.	Readings Due: Ragg: Chapter 11 Exercise: 11.1 & 11.2

Week	Content/Objectives	Reading/Class Assignments Due For This Week

Week 12 Tuesday April 11	Indirect Interventions Explore methods for enhancing emotional individuation with parent-child systems. Discuss strategies for challenging inherited belief systems and changing family stories.	Readings Due: Ragg: Chapter 12 McGoldrick: Ch. 4 Exercise: 12.1 Journal #7
Week 13 Tuesday April 18	Issues Associated with Hard-to-Serve Families - Dealing with issues of abuse and violence - Risk assessment and responses Promising Interventions with violent family members	Readings Due: Ragg: Chapter 13
Week 14 Tuesday April 25	Working with Multiple Agencies Explore mandate-based conflicts and problems achieving a family focus Explore methods of negotiating multiples systems	Readings Due: Ragg: Chapter 14 Journal #8
Week 15 Tuesday May 2	Programming with Hard to Serve Families Maximizing informal supports Multiple family group methods	Readings Due: Ragg: Chapter 15
Week 16 Tuesday May 9	Final Exam: 9:00-11:00	

Journal Assignments:

#1: Spiritual Assessment (Week 1)

A. My Family Experience–Beliefs and Preferences

Self-awareness is important to working with other families. Reflect on your family experiences and how these will impact practice. You draw your values and ethical stances from the context of family experiences. Identify 5 things you learned from your family that will make you a good practitioner and how these can influence you in helping families.

B. Assess the degree of commitment, grace, empowerment, and intimacy that existed in your family of origin. (Review Balswick and Balswick—summary available on Blackboard/)

Discuss the changes that you would like to make in your family/future family related to commitment, grace, empowerment, intimacy, and the exercise of faith.

#2: Your Understanding of Gender, Culture, and Ethnicity

1. Draw a three-generation family genogram depicting culture and ethnicity.

To understand the role of uniqueness and culture in the formation and development of the family system, place cultural symbols on the genogram.

2. Include any information you have about your family's cultural background.

3. Include what messages did your family express about people who are different from the racial or ethnic orientation of your family or of different sexual orientation, or different in social class? About the roles of men and women? About the place of children? Who is defined as an outsider and insider and how are they treated? What impact have these messages had on how your view yourself and others?
4. Identify some of the biases, prejudices, and stereotypes you learned from your family of origin about socioeconomics, ethnicity, types of work, handling money, and education.

#3. Family of Origin Structure, Roles, and Expectations.

Identify themes, patterns, and self-understanding and the impact your family has had on your own development. Use the following questions to stimulate your thinking.

1. Describe your family system by examining the family structure, roles, and expectations of the membership of your family. Include your family of origin experience of marriage, separation, divorce, and multi-generational family connection.
2. What expectations do you have about your family structure for the future? Describe your thoughts about marriage, separation, divorce, and multi-generational families.
3. Write about a special situation or event that impacted your family structure, role(s) or expectations that occurred during your childhood.
4. What do you consider unique about your family or characteristics about your family?
5. What do you think was the most meaningful influence from your family?
6. What roles did you play growing up in your family? What role do you currently play in your family? Is there another role you would prefer? Why?

#4. Messages/Rituals/Traditions

Identify themes, patterns, and self-understanding and the impact your family has had on your own development. Use the following questions to stimulate your thinking.

1. What messages did you receive from family members about the importance or role of children?
2. Identify examples and the sources of the following family traditions:
 - a. A ritual of emotional connection
 - b. A ritual of cultural belonging
 - c. A dilemma that has affected more than one generation of your family
 - d. A tradition that has been changed, altered or corrected.
3. What is the importance of identifying traditions in your life? How do these traditions work for you and support the ways you cope with everyday life? How do these traditions work against you?
4. Design a new ritual to change the family pattern of behavior. How would you initiate or assist a family in development a ritual?

#5. Family Connections

Identify themes, patterns, and self-understanding and the impact your family has had on your own development. Use the following questions to stimulate your thinking. Think about your family relationships and the significance of these relationships.

1. Who in your family had a strong influence on your development?
2. How did you feel about being cared for by people other than your parents?
3. What was your relationship with extended family members such as aunts, uncles, and cousins?
4. What role did your grandparents play in your life?
5. Did your family have a problem (such as mental illness, unemployment, or poverty?)
How was that understood in your family?
6. What rules and expectations were present for boys and girls? What form of discipline was used in your family most often? Was the discipline the same for girls and boys?
7. Who participated in the decision-making process?
8. What types of rewards were given for family and individual successes?
9. Describe what you hope may be the same or different in your future family compared to your family of origin.

#6. Personal Engagement Qualities

Describe what you have experienced in your family, done in the past, inherited, or learned from reading about families that will make you a good family practitioner. What unique characteristics do you bring to this process that facilitate family engagement? How did you learn this about yourself?

#7. Life Course Perspective

Learn about applying the life course perspective to family assessment by first exploring your own life course in a Web-based activity. Paste the following Web tool into your Internet browser to explore your own life course:

www.OurTimeLines.com.

Enter your birth year to see a comprehensive list of important historical events that have occurred during your lifetime.

Enter specific important events or transitions you have made. These might be choices you made related to when to get married, how long to remain employed, or at what age to become a parent. They might also be unexpected events like illness, death, surrendering to the ministry, etc.

Now enter specific events or transitions made by your significant others. How have you altered your time line to adjust to their choices?

How do your individual choices promote or constrain opportunities for your significant other?

How do large societal historical events, technological changes, disasters, and such impact your time line?

What kinds of transitions caused the most disruption to your time line?

- #### #8. Your final entry is to evaluate what, in this course material, has brought the greatest change (a) to your thinking about yourself and your family, and (b) to your thinking about counseling families. This final entry should consist of an integration of yourself and the insights that you discovered, as well as your understanding of how this impacts your professional family counseling practice.

FAMILY BASED PRACTICE TREATMENT PLAN RUBRIC

STUDENT:

1. ___/20 Family service goals – 1 or 2 goals provide a general statement to guide intervention, goals are appropriate for the family described, goals indicate a direction for change, goals fit a family based context, goals are specific to behaviors or dynamics, goals fit criterion for goals.
 ___/10 The underlined area is weak.
 ___/5 The underlined areas are weak or missing.
 ___/ The underlined areas have problems, lets talk.
2. ___/20 The contract provides objectives for each goal, the objects clearly operationalize the goal, objectives will accomplish the goal if all are completed, objectives contain clear tasks to be accomplished, tasks have logical link to the goal, objectives lead one to know what will be done about the problems
 ___/10 The underlined area is weak.
 ___/5 The underlined areas are weak or missing.
 ___/ The underlined areas have problems, lets talk.
3. ___/20 Measurement – each goal is framed so it can be measured, the measures are described, the measures are appropriate for the goal, goal accomplishment will be evident using the measures, steps or objectives are evident, the measures clearly will document goal accomplishment.
 ___/10 The underlined area is weak.
 ___/5 The underlined areas are weak or missing.
 ___/ The underlined areas have problems, lets talk.
4. ___/20 Methods – each goal includes a procedure to achieve the goals, the procedure is achievable, the procedure is appropriate to the goal, the procedure involves family involvement or action, the procedure will promote goal achievement.
 ___/10 The underlined area is weak.
 ___/5 The underlined areas are weak or missing.
 ___/ The underlined areas have problems, lets talk.
5. ___/20 Other people/supports to be used -- the student indicates others that will be engaged in helping this family, the supports fit with the goal, the supports maintain (vs. fragment) the family focus, the supports compliment the methods, the supports are consistent with family realities.
 ___/10 The underlined area is weak.
 ___/5 The underlined areas are weak or missing.
 ___/ The underlined areas have problems, lets talk.

Selected Bibliography

BOOKS ABOUT FAMILY BASED INTERVENTION

- Baptiste, D.A. Jr. (2002). *Clinical epiphanies in marital and family therapy: A practitioners casebook of therapeutic insights, perceptions, and breakthroughs*. New York: Haworth Press.
- Corcoran, J. (2003). *Clinical applications of evidence-based family interventions*. Oxford University Press.
- Berg, I.S. (1994). *Family-based services: A solution-focused approach*. New York: W.W. Norton & Co.
- Glick, I.D., Berman, E.M., Clarkin, J.F. & Raitt, D.S. (2000). *Marital and Family Therapy* (4th Ed.). Washington DC: American Psychiatric Publishing.
- Imber-Black, E. (1993). *Secrets in Family Therapy*. New York: W.W. Norton & Co.
- Worden, M. (1994). *Family Therapy Basics*. Pacific Grove, CA: Brooks/Cole.

FAMILY PROCESSES AND THEORETICAL CONSTRUCTS

- Cottone, R.R. & Greenwell, R.J. (1992). Beyond linearity and circularity: Deconstructing social systems theory. *Journal of Marital and Family Therapy*, 18, 167-177.
- Feeney, J.A. & Noller, P., (1990). Attachment style as a predictor of adult romantic relationships. *Journal of Personality and Social Psychology*, 58, 281-291.
- Fergus, K.D. & Reid, D.W. (2002). Integrating constructivist and systemic metatheory in family therapy. *Journal of Constructivist Psychology*, 15, 41-63.
- Fiese, B.H. et al., (2001). Observing families through the stories that they tell: A multidimensional approach. In P.D. Kerig & Kristin Lindahl (Eds.) *Family Observational Coding Systems: Resources for Systemic Research* (p.p. 259-271), Mahwah, NJ: Lawrence Erlbaum.
- Kramer, D. & Moore, M. (2001). Family myths in romantic fiction. *Psychological Reports*, 88, 29-41.
- Madden-Derdich, D.A., Estrada, A.U., Updegraff, K.A & Leonard, S. (2002). The boundary violations scale: An empirical measure of intergenerational boundary violations in families. *Journal of Marital and Family Therapy*, 28, 241-254.
- Mitchell, C.E. (1998). "If I am not to blame, does that mean I don't have to be responsible?" Possible effect of a systems approach on personal accountability within families. *Family Therapy*, 25, 227-230.

FAMILY INTERVENTION STRATEGIES

- Barkley, R.A., Edward, G.H., & Robin, A.L. (1999). *Defiant Teens: A Clinician's Manual for Assessment and Family Intervention*. The Guilford Press.
- Brown, J.E. (1997). The question cube: A model for developing question repertoire in training couple and family therapists. *Journal of Marital and Family Therapy*, 23, 27-40.
- Duhl, B.S. (1999). A personal view of action metaphor: Bringing what's inside outside. In D.J. Wiener (Ed.) *Beyond Talk Therapy: Using movement and Expressive Techniques in Clinical Practice* (p.p., 79-96). Washington, DC: American Psychological Association.
- Everett, C.A. & Everett, S.V. (2000). Single-parent families: dynamics and treatment issues. In W.C. Nichols & M.A. Pace-Nichols (Eds.) *Handbook of Family Development and Intervention* (p.p. 323-340). New York: John Wiley & Sons.
- Farley, J.E., (1990). Family development task assignment: A prerequisite to family treatment. *Clinical Social Work Journal*, 18, 85-98.
- Flaskas, C. (1997). Engagement and the therapeutic relationship in systemic therapy. *Journal of Family Therapy*, 19, 263-282.
- Ford, S.C.E. (1995). The "art" of restructuring" Integrating art with structural family therapy. *Journal of Family Psychotherapy*, 6, 13-31.
- Friedlander, M.L., Heatherington, L. & Marrs, A.L. (2000). Responding to blame in family therapy: A constructionist/narrative perspective. *American Journal of Family Therapy*, 28, 133-146.
- Furlong, M. & Young, J. (1996). Talking about blame. *Australian & New Zealand Journal of Family Therapy*, 17, 191-200.
- Lew, A. & Bettner, B.L. (1999). Establishing a family goal. *Journal of Individual Psychology*, 55, 105-108.
- Liddle, H.A. (1995). Conceptual and clinical dimensions of multidimensional, multisystems engagement strategy in family-based adolescent treatment. *Psychotherapy*, 32, 39-58.

- Pocock, D. (1997). Feeling understood in family therapy. *Journal of Family Therapy*, 19, 283-302.
- Sprinson, J.S., & Berrick, K. (2009). *Unconditional care: Relationship-based, behavioral intervention with vulnerable children and families*. Oxford University Press. USA.

WORKING WITH HIGH-RISK FAMILY SYSTEMS

- Boyd-Franklin, N. & Bry, B.H. (2000). *Reaching out in family therapy: Home-based, school, and community interventions*. New York: Guilford Press.
- Cole, C.L. & Cole, A.L. (1999). Boundary ambiguities that bind former spouses together after the children leave home in post-divorce families. *Family Relations*, 48, 271-272.
- Davis, B., Sheeber, L. & Hops, H. (2002). Coercive family processes and adolescent depression. In H.B. Reid & G.R. Patterson (Eds.) *Antisocial Behavior in Children and Adolescents: A Developmental Analysis and Model for Intervention* (p.p. 173-192). Washington DC: American Psychological Association.
- Dembo, R., Dudell, G., Livingston, S. & Schmeidler, J. (2001). Family Empowerment Intervention: Conceptual foundations and clinical practices. *Journal of offender Rehabilitation*, 33, 1-31.
- Eddy, J.M., Leve, L.D. & Fagot, B.I. (2001). Coercive family processes: A replication and extension of Patterson's Coercion Model. *Aggressive Behavior*, 27, 14-25.
- Elder, G.H., Conger R.D., Foster, E.M. & Ardel, M. (1992). Families under economic pressure. *Journal of Family Issues*, 13, 5-37.
- Gardner, R.A. (1999). Family therapy of the moderate type of parental alienation syndrome. *American Journal of Family Therapy*, 27, 195-212./
- Heap, K.K. (1991). A predictive and follow up study of abusive and neglectful families by case analysis. *Child Abuse and Neglect*, 15, 261-273.
- Henggeler, S.W. (1999). Multisystemic therapy: An overview of clinical procedures, outcomes, and policy implications. *Child Psychology & Psychiatry Review*, 4, 2-10.
- Hodges, V.G. & Blythe, B.J. (1992). Improving service delivery to high-risk families: Home based practice. *Families in Society: The Journal of Contemporary Human Services*, May, 259-265.
- Keiley, M.K. & Seery, B.L. (2001). Affect regulation and attachment strategies of adjudicated and non-adjudicated adolescents and their parents. *Contemporary Family Therapy*, 23, 343-366.
- Lengua, L.J., Roosa, M.W., Schupak-Neuberg, E., Michaels, M.L., Berg, C.N. & Weschler, L.F. (1992). Using focus groups to guide the development of a parenting program for difficult-to reach, high-risk families. *Family Relations*, 41, 163-168.
- Liddle, H.A. & Hogue, A. (2000). A family-based, developmental-ecological preventive intervention for high-risk adolescents. *Journal of Marital & Family Therapy*, 26, 265-279.
- Lindsey, E.W. (1997). The process of restabilization for mother-headed homeless families: How social workers can help. *Journal of Family Social Work*, 2, 49-72.
- Margolin, G., Gordis, E.B. & John, R.S. (2001). Coparenting: A link between marital conflict and parenting in two-parent families. *Journal of Family Psychology*, 15, 3-21.
- Rossi, P.H. (1992). Assessing family preservation programs. *Children and Youth Services Review*, 14, 77-97.
- Selekman, M.D. (2002). *Living on the Razor's edge: Solution-Oriented Brief Family Therapy with Self-Harming Adolescents*. New York: W.W. Norton & Co.
- Tubman, J.G., Wagner, E.F., Gil, A.G. & Pate, K.N. (2002). Brief motivational intervention for substance-abusing delinquent adolescents: Guided Self-Change as a social work practice innovation. *Health & Social Work*, 27, 208-212.

DIVERSE FAMILY SYSTEMS

- Cath, S.H. & Shopper, M. (2001). *Stepparenting: Creating and Recreating Families in America Today*. Hillsdale, NJ: Analytic Press.
- Celano, M.P. & Kaslow, N.J. (2000). Culturally competent family interventions: Review and case illustrations. *American Journal of Family Therapy*, 28, 217-228.
- Denby, R. & Alford, K. (1996). Understanding African American discipline styles: Suggestions for effective social work intervention. *Journal of Multicultural Social Work*, 4, 81-98.
- Dilworth-Anderson, P., Burton, L.M. & Turner, W.L. (1993). The importance of values in the study of culturally diverse families. *Family Relations*, 42, 238-242.
- Garnets, L.D. & Kimmel, D.C. (1993). *Psychological Perspectives on Lesbian and Gay Male Experiences*. New York: Columbia University Press.

- Guanipa, C., Nolte, L. & Guanipa, J. (2002). Important considerations in the counseling process of immigrant Venezuelan families. *American Journal of Family Therapy*, 30, 427-438.
- Hare, J. & Richards, L. (1993). Children raised by lesbian couples: Does content of birth affect father and partner involvement. *Family Relations*, 42, 249-255.
- Keshet, J.K. & Mirkin, M.P. (1995). Troubled adolescents in divorced and remarried families. In M.P. Mirkin & S.L. Koman (Eds.), *Handbook of Adolescent and Family Therapy*. New York: Gardner Press.
- Kurdek, L.A. (1995). Assessing multiple determinants of relationship commitment in cohabitating gay, cohabitating lesbian, dating heterosexual, and married heterosexual couples. *Family Relations*, 44, 261-266.
- Lansford, J.E., Ceballo, R., Abbey, A. & Stewart, A.J. (2001). Does family structure matter? A comparison of adoptive, two-parent biological, single-mother, stepfather, and stepmother households. *Journal of Marriage & the Family*, 63, 840-851.
- Laszloffy, T.A. & Hardy, K.V. (2000). Uncommon strategies for a common problem: Addressing racism in family therapy. *Family Process*, 39, 35-50.
- McAllister, E.W.C. (1998). Family therapy with conservative Christian families. *Family Therapy*, 25, 169-180.
- McCollum, V.J.C. (1997). Evolution of the African American family personality: Considerations for family therapy. *Journal of Multicultural Counseling & Development*, 25, 219-229.
- McGoldrick, M., Pearce, J. & Giordano (2005). *Ethnicity and Family Therapy*, 3rd Ed. New York: Guilford Press.
- McHale, J., Khazan, I., Erera, P., Rotman, T., DeCoursey, W., & McConnell, M. (2002). Coparenting in diverse family systems. In M.H. Bornstein (Ed.) *Handbook of Parenting Vol. 3: Being and Becoming a Parent* (2nd Ed.) (p.p. 75-107). Mahwah, NJ: Lawrence Erlbaum.
- Montague, J. (1996). Counseling families from diverse cultures: A nondeficit approach. *Journal of Multicultural Counseling and Development*, 24, 37-41.
- Nelson, K.W., Brendel, J.M., Mize, L.K., Lad, K., Hancock, C. & Pihala, A. (2001). Therapist perceptions of ethnicity issues in family therapy: A qualitative inquiry. *Journal of Marital and Family Therapy*, 27, 363-373.
- Panagua, F. (1995). *Assessing and Treating Culturally Diverse Clients*. Thousand Oaks, CA: Sage Publications.
- Santiago-Rivera, A.L., Arredondo, P. & Gallardo-Cooper, M. (2002). *Counseling Latinos and la Familia: A Practical Guide*. Thousand Oaks, CA: Sage Publications.
- Santisteban, D.A., Muir-Malcolm, J.A., Mitrani, V.B. & Szapocznik, J. (2002). Integrating the study of ethnic culture and family psychology intervention science. In H.A. Liddle & D.A. Santisteban (Eds.) *Family Psychology: Science-Based Interventions* (p.p. 331-351). Washington, DC: American Psychological Association.
- Santisteban, D.A. et. al. (1997). Brief structural/strategic family therapy with African American and Hispanic high-risk youth. *Journal of Community Psychology*, 25, 453-471.
- Scannapieco, M. & Jackson, S. (1996). Kinship care: The African American response to family preservation. *Social Work*, 41, 190-196.
- Silverstein, C. (1991). *Gays, Lesbians, and Their Therapist: Studies in Psychotherapy*. New York: W.W. Norton & Co.
- Smith, E.P., Prinz, R.J., Dumas, J.E. & Laughlin, J. (2001). Latent models of family processes in African American families: Relationships to child competence, achievement, and problem behavior. *Journal of Marriage and the Family*, 63, 967-980.