SASS517: FAMILY SYSTEM INTERVENTIONS
Instructor: Wallace J. Gingerich, Ph.D., LISW
Full Time Program
Spring 2009

Office Location:	MSASS 204
Office Phone:	(216) 368 0313
Fax:	(216) 368 8670

Mandel School of Applied Social Sciences

Case Western Reserve University use a family system
intervene with individuals and families who are experiencing a difficulty
problem) or facing a new challenge (e.g., adoption of a child). A family sy
at individual behavior in the context of the family system, and seeks to u
the behavior may serve in the family system. Interventions, whether the
or a family group, are designed to help the family system and its membe
current situation more effectively and move to a new and more satisfact
functioning. Learning to think and intervene systemically requires mindfu
because it is a departure from the more dominant individually focused f
complaints as individual problems in need of individually focused interve

This course examines multiple approaches to family system intervention
and methods that flow from each. Students learn a variety of ways of thi
working with families, and begin to develop their own personal approach
intervention. Students will practice a variety of intervention methods an
develop the ability to self assess and modify their interventions as neede
family.

The course incorporates a constructivist epistemology that acknowledge
ways of constructing the family's situation, and that alternate constructi
impact on how we assess and intervene with families and what families l
themselves. Ethical and cultural issues that arise out of a constructivist w
addressed.

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identify several specific areas you would like to change or improve. In other words, be specific and intentional about the changes you would like to see in your interviewing.

After you complete the re make of your interview review it in comparison with your first recording and assess how you did, paying particular attention to the changes you wanted to make this time around. What did you do well this time, and what areas need continued attention? Did your client respond any differently this time around? What difference do you think that made for your client? What areas do you want to continue working on? We'll talk more about this in class and I'll also circulate the rubric I will use for grading and giving you feedback on this assignment so you can use it as a guide. Turn in your first video along with this one and your self assessment. [10 minute recording, 6 8 page self assessment, **30% of course grade**, due February 25]

4. This is a mini group presentation in which you will apply an assigned family therapy approach to a common case I will present in the previous class. We will have four group presentations, with the objective being to see how different approaches construct a particular family situation and intervene accordingly. We'll discuss the format and content requirements for these presentations in class. [15 20 minute group presentation, **10% of course grade**, due March 18]

5. Your fifth assignment is a systemic assessment of the family system you are working with, following the outline in Becvar & Becvar, pp. 290 29. I'll have more to say about this in class, and will distribute the grading rubric before the assignment is due. [5 8 pages, **25% of course grade**, due April 1]

6. Your sixth assignment builds on the systemic assessment you did above, and describes an intervention approach you used (or would like to use) with the family system you wrote about in your assessment. An important part of this assignment will be a review the evidence base for your approach. We'll go over the specific requirements for this assignment in class. [5 8 pages, **25% of course grade**, due April 22]

7. Ten percent of your course grade will be based on your professionalism – being on time to class, turning work in on time, contributing to class discussion, and helping to build a learning community. [**10% of course grade**]

Grading

The overall standard I use in turning

Please, turn off your cell phone!

I expect all of us to conduct ourselves in accord with the <u>Professional Conduct</u> statement in the Student Handbook.

Please follow the <u>Guidelines for Writing Papers</u> included at the end of the syllabus.

Be sure to avoid <u>plagiarism</u> (see Guidelines for Writing Papers).

Please stay within the suggested <u>page limits</u> for each assignment. (Please, no tiny fonts or skimpy margins!)

<u>Late papers</u> (turned in after class on due date) are subject to a 5 point deduction.

I will consider giving an <u>Incomplete</u> for the course only if you have been making satisfactory progress,

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to assess the quality of the course in the overall programming for social work practice. Administratively, faculty use the feedback to improve instruction. Therefore, it plays a significant role in the school, and your full and careful attention is appreciated.

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