
**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number:	SW 393R3	Instructor:	Carmel Drewes, LCSW
Unique Number:	63390	E-mail:	carmel.msw@utexas.edu
Semester:	Fall 2014	Phone:	(512) 771-2622
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Meeting Place:	SSW 2.122	Office Hours:	Mondays 4:00-5:30 pm Or by appointment

THEORIES AND METHODS OF FAMILY INTERVENTION

I. STANDARDIZED COURSE DESCRIPTION

This course is designed to provide students with a comprehensive understanding of models and methods of family intervention. The content will include methods for assessment of families and an overview of several different models of family intervention with a focus on intervention skills and techniques. The course is grounded in best practices and the identification, analysis, and implementation of empirically-based intervention strategies. This course will focus on using multiple perspectives in the advanced application of theories, models, and skills utilized in short- and longer-term family interventions.

II. STANDARDIZED COURSE OBJECTIVES

By the end of the semester, students will be able to:

1. Compare various theoretical approaches to working with the family as a system, including understanding the impact of the ecological and social environments in which diverse families live; (CL/APB 7)
2. Demonstrate understanding of similarities and differences among theories and critically assess their theoretical perspectives, value bases, and the role of gender in family dynamics; (CL/APB 7)
3. Integrate and demonstrate the differential application of procedures, techniques, and methods of family intervention models that reflect best practices for problem areas or helping diverse client groups; (CL/APPB 4)
4. Select theories, models, and interventions and then critically evaluate and analyze these approaches as to their effectiveness in given situations. This includes: (a) the adequacy of the research and knowledge base; (b) the range of applicability; and (c) the value and ethical issues, including the student's own value system; (CL/APB 2)

5. Apply knowledge of the impact of policy and social justice issues to interventions with families of diverse cultures, socioeconomic backgrounds, race/ethnicity, sexual orientation, family structure, national origin, ability, or other manifestation of diversity; (CL/APB 6)
6. Demonstrate skill in using family therapy theory to assess family dysfunction in the context of the larger community and target systems within and outside the family for change; (CL/APB 10a)
7. Implement and evaluate the effectiveness of family interventions. (CL/APB10c)

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your Student Handbook.

EP2.1.2. Apply social work ethical principles to guide professional practice.

- CL/APB2 Refine ability to manage value differences and ethical dilemmas
- Objective(s): 4
- Assignment(s): Classroom Participation; Therapy Practice Activities; Reflection Papers, Integration Papers

EP2.1.4. Engage diversity and difference in practice.

- CL/APB4 Utilize needs, values, and strengths in applying appropriate interventions for diverse client systems
- Objective(s): 3
- Assignment(s): Classroom Participation; Therapy Practice Activities; Reflection Papers, Integration Papers

EP2.1.6. Engage in research-informed practice and practice-informed research.

- CL/APB6 Apply empirically supported evidence to practice
- Objective(s): 5
- Assignment(s): Notes/Prep Pages, Therapy Practice Activities; Reflection Papers, Integration Papers

EP 2.1.7. Apply knowledge of human behavior and the social environment.

- CL/APB7 Synthesize and select human behavior and the social environment theories to match client needs
- Objective(s): 1, 2
- Assignment(s): Notes/Prep Pages, Therapy Practice Activities; Reflection Papers, Integration Papers

EP2.1.10a. Engagement.

- CL/APB10a Integrate theory-based relational skills in all areas of client engagement
- Objective(s): 6
- Assignment(s): Notes/Prep Pages, Classroom Participation, Therapy Practice Activities; Reflection Papers, Integration Papers

EP2.1.10c. Intervention

- CL/APB10c Critically apply interventions to design, implement and evaluate effective practice
- Objective(s): 7
- Assignment(s): Notes/Prep Pages, Therapy Practice Activities; Reflection Papers, Integration Papers

III. TEACHING METHODS

This class provides a foundation of tangible skills and theoretical frameworks for working with families. There will be a strong emphasis on diversity of family structures and societal issues that impact families' ability to thrive. The instructor is committed to preparing all social work graduates for interactions with people and their families, whether they be in traditional "family therapy" or in other types of interactions (social services, outreach, advocacy, etc.).

Teaching methods will include lecture, discussion, experiential in-class activities, reading assignments, and reflective writing assignments. Students are expected to take responsibility for their own learning by: completing reading assignments and being prepared to discuss them; thinking critically about information in readings, lectures, and discussion; identifying connections between class material and personal/professional experience; going beyond a superficial level when completing assignments; engaging professionally and respectfully with classmates while *also* pushing oneself and others towards deeper levels of understanding; and contacting the instructor with any questions about expectations, course content, or overall study and practice of social work.

Use of Canvas for Class

This class uses Canvas—a Web-based course management system with password-protected access at <http://canvas.utexas.edu>—for confidential communication such as posting grades and submitting assignments. Readings that are not in the assigned texts can be found in Canvas. Templates, directions, and grading rubrics for assignments are also found in Canvas. Students can receive support in using Canvas at the ITS Help Desk by calling 512-475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

IV. COURSE REQUIREMENTS

The following assignments are meant to measure your preparation, participation, practice skills, reflection skills, and integration of knowledge. The instructor reserves the right to make modifications to the specific assignments as needed to facilitate learning in this course. Any modifications will be posted on Canvas and announced in class. If you have questions about any assignment for this class, please consult with the instructor in advance of the due date.

- **Each of these elements constitutes 20% of your course grade.**
- **Specific instructions and grading rubrics for assignments will be posted on Canvas and/or provided in class.**

Preparation for class consists of reading the assigned readings, being ready to discuss them, and being ready to practice skills. Preparation will be measured by using 1-page reading notes/prep pages which you will bring to class with you. These are meant to be a tool to help you organize your thoughts as you prepare for class. Templates for each notes/prep page are on Canvas (corresponding to the week of the

class). Please submit your completed notes/prep page via Canvas *before class meets* (if you typed the assignment, you can submit a document file; if you hand-wrote your notes, take a photo of the page and submit the photo file). Also bring a copy of your notes/prep page to class with you, it is meant to help you participate fully in the classroom discussion.

- 13 Notes/Prep Pages

Participation in classroom discussion means that you contribute to classroom learning in a way that adds additional information or insights. It means that you are attentive to the class dynamic and you help to make sure everyone is part of the discussion. It means that you help move conversation to deeper levels by respectfully disagreeing or questioning things that we have read or things people have said. Being present for the entire class time is a vital part of participation and your absence has a negative impact on the classroom since we are missing your voice if you are not here. Due to the limited number of class meetings, missing more than one class will result in a Level One review; this is not meant to be punitive, it is meant to address the very real issue of how you will learn the material for this course if you are not present.

- 13 Class Meetings

Practice Skills are the tools that you will use in client interactions. They include knowledge of theories related to interactions, planning for work with clients, and decisions about how to respond to clients in the moment, including word choice, tone, and expression. In this course, they will be measured through your participation in six classroom activities where you will either be in the role of the social worker or a member of a family. You will receive guidelines in advance related to the specific issue(s) of the family and the theoretical framework that the social worker will use.

- 6 In-Class Therapy Practice Activities

Reflection is the ability to analyze what has taken place. Reflection skills will be measured in 2-page papers you will complete after the classes that include therapy practice activities. You will write a reflection paper whether you were in the social worker role or client family role. You will receive more detailed, specific information for the reflection papers.

- 6 Two-Page Reflection Papers

Integration is how we put everything together and use it going forward. In order to measure your integration skills, there are three writing assignments (one per month) where you will demonstrate integration of the readings, classroom discussion, and classroom activities with outside information. For each of these assignments, you will view one segment of the PBS series “Race, the Power of an Illusion” (there are three segments, the instructor has DVDs which can be borrowed). This series addresses the social construction of race and the impact on our society. In your writing, you will integrate the topics we have been studying in class with these concepts of racism, social construction of meaning/value, and institutionalization of injustice. Specific instructions will be provided for each of the integration writing assignments.

- 3 Three-Page Integration Papers

V. GRADING CRITERIA

Grades will be posted on Canvas; you can track your progress throughout the course. If you have questions about your grade, please proactively contact the instructor so that we can meet and discuss.

Grades will be assigned as follows:

- 94-100 % A (exceptional)
- 90-93.999 % A- (very good)

To receive an “A” in this course you must have excellent attendance and participation, and you must produce work that is of superior quality.

- 87-89.999 % B+ (well above average)
- 84 -86.999 % B (above average)
- 80-83.999 % B- (slightly above average)

Work earning grades of B+ and B generally exceeds assignment/performance expectations; demonstrates varying degrees of in-depth critical thinking and analysis that resulted in work additional to that laid out in the assignment directions (i.e., coherence and integration of ideas).

- 77-79.999 % C+ (average)
- 74-76.999 % C
- 70-73.999 % C-

*Work earning grades of C+, C and C- may substantially to minimally meet requirements, have minor to more significant gaps, and lack evidence of in depth thinking and analysis. **Please note that you will not earn credit for MSSW courses if your final grade falls below a ‘C’. You must earn a ‘C’ or above to receive credit for this course.***

- 67-69.999 % D+ (below average)
- 64-66.999 % D
- 60-63.999% D-

Grades in the D range reflect work that has important gaps in the assignment both in terms of not meeting the requirements and lacking critical thinking and analysis.

- 59.999 % or below F (failing)

While it is impossible to outline every possible variable that goes into calculating a course grade, the following table shows my general expectations around A / B / C / D / F level work:

	Writing / Discussion / Activity Content	Classroom Dynamics	Written Presentation of Material
A Level Work	Does the following thoroughly: <ul style="list-style-type: none"> • Draws connections between writing/ discussion/ activity and readings • Draws connections between writing/ discussion/ activity and personal/ professional experience • Demonstrates insight 	<ul style="list-style-type: none"> • Present and focused on topic • Attentive to classroom dynamic (not dominating conversation; drawing in participation from others) • Engaging with other students, not only with the instructor • Offering ideas, beliefs, values, and 	Does the following consistently: <ul style="list-style-type: none"> • Free of typos and grammatical errors • Professionally written (using slang or contractions only if necessary to convey meaning) • Well organized, clear writing • Formatted according to directions

	Writing / Discussion / Activity Content	Classroom Dynamics	Written Presentation of Material
	<p>(realizations) about why and how things are happening (not just describing the fact that they are happening)</p> <ul style="list-style-type: none"> • Demonstrates analysis (explanation) of why things are happening this way given this specific context • Makes inferences (predictions) about what might happen differently if some variable were changed 	<p>interpretations related to the topic</p> <ul style="list-style-type: none"> • Asking questions that deepen the level of discussion • Respectfully disagreeing and/or offering an alternate viewpoint 	<ul style="list-style-type: none"> • Submitted on or before deadline • Includes citations with APA 6 formatting
B Level Work	<ul style="list-style-type: none"> • Includes some of the items above, but not all • Includes the items above in a basic (not thorough) manner 	<ul style="list-style-type: none"> • Present and focused on topic • Offering surface-level contributions to classroom discussions and activities (brief answers; descriptive rather than insightful answers) • Participating at a personally insightful level but not fostering the classroom dynamic (dominating conversation; not engaging classmates; not actively encouraging the participation of others) 	<ul style="list-style-type: none"> • Meets most of the above criteria, but not all • Does the above items sporadically, not consistently
C Level Work	<ul style="list-style-type: none"> • Descriptive but not insightful (tells what happened but not why you think it happened) 	<ul style="list-style-type: none"> • Present and not disruptive • Not offering many contributions to classroom discussion or activities 	<ul style="list-style-type: none"> • Only meets a couple of the above criteria
D Level Work	<ul style="list-style-type: none"> • Insufficient information • Not following 	<ul style="list-style-type: none"> • Repeated disrespectful and/or distracting behaviors that 	<ul style="list-style-type: none"> • Serious problems evidenced by not submitting attending to

	Writing / Discussion / Activity Content	Classroom Dynamics	Written Presentation of Material
	assignment	negatively impact the classroom dynamic	instructions (formatting, due date, etc.)
F Level Work	<ul style="list-style-type: none"> No basis to grade (not present or assignment not submitted) 	<ul style="list-style-type: none"> Excessive absences Constant and unresolved disrespectful and/or distracting behaviors 	<ul style="list-style-type: none"> Assignment not submitted

VI. REQUIRED TEXTS

- McGoldrick, M. & Hardy, K. (2008). *Re-visioning family therapy (2nd Ed)*. New York, NY. Guilford Press. ("Re-Visioning" in course outline)
- Patterson, J., Williams, L., Edwards, T., Chamow, L., & Grauf-Grounds, C. (2009). *Essential skills in family therapy (2nd Ed)*. New York, NY. Guilford Press. ("Essential Skills" in course outline)
- Additional readings, as indicated in course outline, posted on Canvas

Reference materials needed:

- National Association of Social Workers (2008). *Code of ethics of the national association of social workers*.
- American Psychological Association (2009). *Publication manual of the American psychological association (6th Ed.)*.

VII. COURSE OUTLINE

- Remember – readings are to be completed before class meets.
- Assignments listed are to be completed before class.
- **This includes the readings and assignment due at the first class meeting.**
- Note that these readings are not listed in APA style. That is for ease of reading the syllabus. If you cite them in your papers, use APA style, not what I have here.

The instructor reserves the right to make modifications to the assigned readings, topics, and/or due dates as needed to facilitate learning. Any modifications will be posted on Canvas and announced in class.

Week #	Date: Topic
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0	Sept 1: LABOR DAY – NO CLASS
1	<p>Sept 8: Introductions & Conceptualizing Families</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Canvas: <i>Queer Family Values: Debunking the Myth of the Nuclear Family</i> (Valerie Lehr, pgs. 1-13) <input type="checkbox"/> Re-Visioning, Ch 7: <i>Understanding Families in the Context of Cultural Adaptations to Oppression</i> (Vanessa McAdams-Mahmoud) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Week 1 Notes/Prep Page
2	<p>Sept 15: Social Worker Identity, Ethical Considerations</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Essential Skills Ch 1: <i>The Beginning Family Therapist: Taking on the Challenge</i> <input type="checkbox"/> Re-Visioning Ch 36: <i>Visioning Social Justice: Narratives of Diversity, Social Location, and Personal Compassion</i> (Matthew R. Mock) <p><i>One of the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Re-Visioning Ch 35: <i>Teaching White Students about Racism and Its Implications in Practice</i> (Norma Akamatsu) <input type="checkbox"/> Re-Visioning Ch 38: <i>On Becoming a GEMM Therapist: Work Harder, be Smarter, and Never Discuss Race</i> (Kenneth V. Hardy) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Week 2 Notes/Prep Page
3	<p>Sept 22: External & Internal Stressors on Families</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Canvas: Family violence reading <input type="checkbox"/> Canvas: Substance abuse reading <input type="checkbox"/> Canvas: Grief reading <input type="checkbox"/> Canvas: Family life cycles reading <input type="checkbox"/> Canvas: Trauma reading <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Week 3 Notes/Prep Page
4	<p>Sept 29: Assessment & Initial Connections</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Essential Skills Ch. 2: <i>Before the Initial Interview</i> <input type="checkbox"/> Essential Skills Ch. 3: <i>The Initial Interview</i> <input type="checkbox"/> Essential Skills Ch. 4: <i>Guidelines for Conducting Assessment</i> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Week 4 Notes/Prep Page
Week #	Date: Topic

5	<p>Oct 6: Goal Setting, Sustaining Work</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Essential Skills Ch. 5: <i>Developing a Treatment Focus</i> <input type="checkbox"/> Essential Skills Ch. 6: <i>Basic Treatment Skills and Interventions</i> <input type="checkbox"/> Essential Skills Ch. 10: <i>Getting Unstuck in Therapy</i> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Week 5 Notes/Prep Page <input type="checkbox"/> Integration Paper #1
6	<p>Oct 13: Systems Theory (Murry Bowen)</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Canvas: Family Therapy Concepts & Methods, 10th Ed. (Michael Nichols) Ch. 4: <i>Bowen Family Systems Therapy</i> <input type="checkbox"/> Canvas: Re-Visioning Ed. 1, Ch 3: <i>The Cultural Meaning of Family Triangles</i> (Celia Jaes Falicov) <p><i>One of the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Re-Visioning Ch. 4: <i>Social Class, Implications for Family Therapy</i> (Tracey A. Laszloffy) <input type="checkbox"/> Canvas: Re-Visioning Ed. 1, Ch. 4: <i>Social Class as a Relationship</i> (Jodie Kliman) <input type="checkbox"/> Re-Visioning Ch. 33: <i>Working with Families who are Homeless</i> (Peter Fraenkel & Chloe Carmichael) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Week 6 Notes/Prep Page
7	<p>Oct 20: Structural Theory (Salvador Minuchin)</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Canvas: Family Therapy Concepts & Methods, 10th Ed. (Michael Nichols) Ch. 6: <i>Structural Family Therapy</i> <input type="checkbox"/> Re-Visioning Ch. 24: <i>Therapy with Mixed-Race Families</i> (Tracey A. Laszloffy) <p><i>One of the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Re-Visioning Ch. 10: <i>The Discovery of My Multicultural Identity</i> (Fernando López-Colón) <input type="checkbox"/> Re-Visioning Ch. 11: <i>Our Iranian-African American Interracial Family</i> (Jayne Mahboubi & Nasim Mahboubi) <input type="checkbox"/> Re-Visioning Ch. 19: <i>Biracial Legitimacy: Embracing Marginality</i> (MaryAnna Domokos-Cheng Ham) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Week 7 Notes/Prep Page <input type="checkbox"/> Therapy Activity Reflection Paper (Systems Theory)

Week #	Date: Topic
8	<p>Oct 27: Human Validation (Virginia Satir)</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Canvas: Theory and Practice of Family Therapy and Counseling, 2nd Ed. (James Bitter) Ch. 8: <i>Human Validation Process Model</i> <input type="checkbox"/> Essential Skills Ch. 9: <i>When a Family Member has a Mental Illness</i> <p><i>One of the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Canvas: Chronic Persistent Mental Illness reading <input type="checkbox"/> Re-Visioning Ch. 29: <i>Working with African Americans and Trauma: Lessons for Clinicians from Hurricane Katrina</i> (Nancy Boyd-Franklin) <input type="checkbox"/> Re-Visioning Ch. 20: <i>The Dynamics of a Pro-Racist Ideology: Implications for Family Therapists</i> (Kenneth V. Hardy & Tracey A. Laszloffy) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Week 8 Notes/Prep Page <input type="checkbox"/> Therapy Activity Reflection Paper (Structural Theory)
9	<p>Nov 3: Filial Therapy & Attachment</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Canvas: Filial Therapy reading <input type="checkbox"/> Essential Skills Ch. 7: <i>Working with Families and Children</i> <p><i>One of the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Re-Visioning Ch. 2: <i>Transnational Journeys</i> (Celia Jaes Falicov) <input type="checkbox"/> Re-Visioning Ch 27: <i>Working with Immigrant and Refugee Families</i> (Marsha Pravder Mirkin & Hugo Kamyra) <input type="checkbox"/> Re-Visioning Ch 34: <i>Coyote Returns: A Reconciliation between History and Hope</i> (Robin LaDue) <input type="checkbox"/> Canvas: Incarceration Reading <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Week 9 Notes/Prep Page <input type="checkbox"/> Therapy Activity Reflection Paper (Human Validation) <input type="checkbox"/> Integration Paper #2

Week #	Date: Topic
10	<p>Nov 10: Narrative Therapy (Michael White)</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Canvas: Theory and Practice of Family Therapy and Counseling, 2nd Ed. (James Bitter) Ch. 8: <i>Postmodernism, Social Construction, and Narratives in Family Therapy</i> <input type="checkbox"/> Re-Visioning Ch. 5: <i>Spirituality, Healing, and Resilience</i> (Froma Walsh) <p><i>One of the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Re-Visioning Ch. 13: <i>Grieving in Network and Community: Bearing Witness to the Loss of our Son</i> (Jodie Kliman & David Trimble) <input type="checkbox"/> Re-Visioning Ch. 17: <i>The Semitism Schism: Jewish-Palestinian Legacies in a Family Therapy Training Context</i> (Linda Stone Fish) <input type="checkbox"/> Re-Visioning Ch. 18: <i>My Evolving Identity from Arab to Palestinian to Muslim</i> (Nuha Abudabbeh) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Week 10 Notes/Prep Page <input type="checkbox"/> Therapy Activity Reflection Paper (Filial Therapy)
11	<p>Nov 17: Feminist Theory</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Canvas: Theory and Practice of Family Therapy and Counseling, 2nd Ed. (James Bitter) Ch. 14: <i>Feminist Family Therapy</i> <input type="checkbox"/> Canvas: Re-Visioning Ed. 1, Ch. 31: <i>The Cultural Context Model: An Overview</i> (Rhea Almeida, Rosemary Woods, Theresa Messineo, & Roberta Font) <p><i>One of the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Re-Visioning Ch. 22: <i>Dismantling White Male Privilege within Family Therapy</i> (Ken Dolan-Del Vecchio) <input type="checkbox"/> Re-Visioning Ch. 25: <i>Working with LGBT Families</i> (Elijah C. Nealy) <input type="checkbox"/> Re-Visioning Ch. 12: <i>Voluntary Childlessness and Motherhood: Afterthoughts</i> (Marlene F. Watson) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Week 11 Notes/Prep Page <input type="checkbox"/> Therapy Activity Reflection Paper (Narrative Therapy)
12	<p>Nov 24: Guest Speaker Panel</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Essential Skills Ch. 12: <i>Family Therapy in the Future: Pertinent Issues for the Beginning Clinician</i> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Week 12 Notes/Prep Page <input type="checkbox"/> Therapy Activity Reflection Paper (Feminist Therapy)

Week #	Date: Topic
13	<p>Dec 1: Ending Work with Families & Wrapping up our Class</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Essential Skills Ch. 11: <i>Termination</i> <input type="checkbox"/> Re-Visioning Ch. 31: <i>Climbing up the Rough Side of the Mountain; Hope, Culture, and Therapy</i> (Paulette Moore Hines) <input type="checkbox"/> Canvas: Transitional Objects / Ending Rituals Reading <input type="checkbox"/> Canvas: Re-Visioning Ed. 1, Ch. 5: <i>Beliefs, Spirituality, and Transcendence; Keys to Family Resilience</i> (Froma Walsh) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Week 13 Notes/Prep Page <input type="checkbox"/> Integration Paper #3

VIII. COURSE AND UNIVERSITY POLICIES

ATTENDANCE. It is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is handing in assignments on time. Students who anticipate being absent from class should notify the instructor in advance by e-mail. The instructor will take attendance in each class (noting late arrival, early departure, or absence). Late arrivals, early departures, and absences will impact your Classroom Participation grade since you cannot participate if you are not present. Students are responsible for any material missed due to absences. It is the student's responsibility to discuss extenuating circumstances related to absences, late arrivals, or early departures with the instructor. Due to the limited number of class meetings, missing more than one class will result in a Level One review; this is not meant to be punitive but is meant to address the very real issue of how you will learn the material for this course if you are not present.

ELECTRONIC DEVICES IN THE CLASSROOM. Students are expected to refrain from use of computers, cell phones, and other electronic devices in the classroom. The classroom experience in this course requires that students and instructor be fully engaged in the moment and not distracted by external information. Students in this course are preparing for Social Work environments where they must be present (mentally as well as physically) and connected to clients, able to minimize the distractions of electronic devices. Presence and attunement are skills that must be practiced like any others – classroom time will be an opportunity to practice disconnecting from external information in order to fully connect with the moment.

MUTUAL LEARNING. The instructor welcomes feedback about the course and the course will be viewed as a mutual learning process between students and the instructor. Students are encouraged to request and to provide feedback during office hours, by phone, by e-mail, and by appointment if they desire. The instructor will also utilize two mid-course evaluation to gain anonymous student feedback. PLEASE schedule office hours appointments if you have concerns about your performance in the course, or if you have specific learning needs or challenges that I can address to strengthen your participation and learning in the course.

WRITING GUIDELINES. The instructor will provide specific guidelines and scoring rubrics for all written assignments. Notes/Prep pages are informal assignments and so do not need to be typed. They

will be assessed for content more than format. Reflection Papers and Integration Papers are more formal so must be typewritten in 12 point font and proofread for spelling and grammatical errors. The Sanger Learning Center provides writing support to graduate students. Please consult them for assistance with structure, format, or proofreading your papers: 512-471-3614 or www.utexas.edu/ugs/slc/grad

All written assignments must contain your independent ideas. **ANY** use of another's words or ideas, whether quoted exactly or paraphrased, must be cited. This includes information you obtained through personal conversation, a website, an article, a news program, or any other source. Failure to cite sources constitutes plagiarism and is a breach of the University Policy on Scholastic Dishonesty. Citations are to be APA 6 format. Please consult with the instructor if you have any questions or need additional information.

LATE ASSIGNMENTS. Assignments are expected to be submitted at or before the class meeting in which they are due. Late assignments will be accepted but late submission will have an impact on your grade. If you inform the instructor in advance of a late submission, and agree on a new submission deadline, your grade will not be impacted as negatively as if you submit an assignment late without previous communication or if the instructor contacts you to inquire about a missed assignment.

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT IN CLASS. The instructor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the instructor does require that students engage one another with respect and professionalism.

CLASSROOM CIVILITY. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the instructor. The instructor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students can contact a service provider of their choosing, including the UT Counseling Center at [512-471-3515](tel:512-471-3515) or online at www.utexas.edu/student/cmhc/.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is

said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including **any** information that might lead to the identification of a client or compromise client confidentiality in **any** way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

USE OF CLASS MATERIALS. The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the instructor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the instructor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the instructor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the instructor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

** Please allow 48 hours for email response from the instructor. It is likely that you will receive a response sooner than that – however, in the case that you do not, you are encouraged to re-contact the instructor. If there is an urgent, time-sensitive matter, it is best to alert me via text message or phone call.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the instructor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call [512-232-5050](tel:512-232-5050) or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the instructor in writing during the first week of class.
- In the event of an evacuation, follow the instructor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.
- Our course meets on Monday evenings. The lead professor in the SSW building in case of emergency on Monday evenings this semester is Dr. Arlene Montgomery.