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

<b>Course Number:</b>	SW 393R	<b>Instructor:</b>	Carmel Drewes, LCSW
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**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; Family Assessment Paper; Social Work Practice Activities & Write-Up Paper

**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; Family Assessment Paper; Social Work Practice Activities & Write-Up Paper

**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): Classroom Participation; Social Work Practice Activities & Write-Up Paper

**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): Classroom Participation; Family Assessment Paper; Social Work Practice Activities & Write-Up Paper

**EP2.1.10a. Engagement**

- CL/APB10a Integrate theory-based relational skills in all areas of client engagement
- Objective(s): 6
- Assignment(s): Classroom Participation; Family Assessment Paper; Social Work Practice Activities & Write-Up Paper

**EP2.1.10c. Intervention**

- CL/APB10c Critically apply interventions to design, implement and evaluate effective practice
- Objective(s): 7
- Assignment(s): Classroom Participation; Family Assessment Paper; Social Work Practice Activities & Write-Up Paper

**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" settings 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. **Note:** Messages via Canvas are not always sent and received as quickly as emails. For time-sensitive communication, such as confirming a meeting time, email is generally preferable.

## **IV. COURSE REQUIREMENTS**

The following assignments are meant to measure your ability to acquire new information and skills related to social work practice with families. 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.

**Specific instructions and grading rubrics for assignments will be posted on Canvas and/or provided in class. If you have questions about any assignment for this class, please consult with the instructor well in advance of the due date.**

### **25% of grade: Preparation & Classroom Participation**

Preparation for class consists of reading the assigned readings, being ready to discuss them, and being ready to practice skills. Classroom participation means that you contribute to classroom learning in a way that adds additional information or insights. Preparation is essential for a successful classroom dynamic. Everyone must take responsibility for ensuring that classroom discussion is meaningful and that everyone is included in that discussion. It is expected 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.

The instructor will provide a “Notes/Prep” page each week to help you prepare your thoughts before class. If classroom discussion is not meaningful, dynamic, and pertaining to concepts raised in the readings, those notes pages will be collected and graded. You must bring those notes pages to class, there will not be an opportunity to make them up if they are requested and you do not have one with you.

Preparation and Participation grades will be assessed on a letter scale (A-F) for August/September; October; November/December. Elements taken into consideration will be:

- Attendance, late arrivals, early departures
- Communication with the instructor regarding absences or challenges with the class
- Engaging with the reading assignments during classroom discussion
- Engaging with classmates and the instructor during classroom discussion
- Demonstrating preparedness for class (evidenced through discussion participation or Notes/Prep pages as requested by the instructor)
- Rectifying issues related to performance that the instructor has brought to your attention

### **25% of grade: Family Assessment Paper**

The family assessment paper will be due at mid-semester (week7). For this paper, you will read a memoir/personal history (from a list provided in class) and write an assessment of the family in the book.

Your grade will be based on:

- Accuracy and comprehensiveness in describing the family
- Clarity of writing (clear ideas, clear grammar and punctuation)
- Adherence to APA 6 formatting – **your paper will not be reviewed by the instructor if it is not APA 6 formatted, late assignment penalties will apply until it is correctly formatted**

### **25% of grade: Practice Skills**

These 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 are expected to take an active role in preparing for a successful role play, whether you are in the role of social worker or client.

There are 6 Social Work Practice Activities (weeks 8-13). Your grade will be based on the following:

- Actively involved in planning the role play (for “family members” that means creating a reasonable scenario and your role in it, for social workers it means studying the theoretical perspective for that week which you may do in collaboration with the other “social workers” for that week)
- Present and participating in the activity itself
- Feedback from your classmates who are part of that activity

### **25% of grade: Family Case Study**

Your Case Study paper will be based on the “family” you worked with. You will provide a description of the family as well as an analysis of the “session” you had with them. This paper will be due one week after the in-class activity. This writing is in the style of case study you might write to get consultation from other social workers or your supervisor.

Your grade will be based on:

- Including all information requested in the assignment (related to “the family” and to your “session” with them)
- Clarity of writing (clear ideas, clear grammar and punctuation)
- Adherence to APA 6 formatting – **your paper will not be reviewed by the instructor if it is not APA 6 formatted, late assignment penalties will apply until it is correctly formatted**

**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.*

- Below 60% 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:**

	<b>Writing / Discussion / Activity Content</b>	<b>Classroom Dynamics</b>	<b>Written Presentation of Material</b>
<b>A Level Work</b>	Does the following thoroughly: <ul style="list-style-type: none"> <li>• Draws connections between writing/ discussion/ activity and readings</li> <li>• Draws connections between writing/ discussion/ activity and personal/ professional experience</li> <li>• Demonstrates insight (realizations) about why and how things are happening (not just describing the fact that they are happening)</li> </ul>	<ul style="list-style-type: none"> <li>• Present and focused on topic</li> <li>• Attentive to classroom dynamic (not dominating conversation; drawing in participation from others)</li> <li>• Engaging with other students, not only with the instructor</li> <li>• Offering ideas, beliefs, values, and interpretations related to the topic</li> <li>• Asking questions that deepen the level of discussion</li> </ul>	Does the following consistently: <ul style="list-style-type: none"> <li>• Follows overall formatting directions for assignment (APA 6 unless otherwise specified)</li> <li>• Free of typos and grammatical errors</li> <li>• Professionally written (using slang or contractions only if necessary to convey meaning)</li> <li>• Well organized, clear writing</li> <li>• Submitted on or before deadline</li> </ul>

	<b>Writing / Discussion / Activity Content</b>	<b>Classroom Dynamics</b>	<b>Written Presentation of Material</b>
	<ul style="list-style-type: none"> <li>• Demonstrates analysis (explanation) of why things are happening this way given this specific context</li> <li>• Makes inferences (predictions) about what might happen differently if some variable were changed</li> </ul>	<ul style="list-style-type: none"> <li>• Respectfully disagreeing and/or offering an alternate viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>• Includes citations with APA 6 formatting (unless specified that references are not needed)</li> </ul>
<b>B Level Work</b>	<ul style="list-style-type: none"> <li>• Includes some of the items above, but not all</li> <li>• Includes the items above in a basic (not thorough) manner</li> </ul>	<ul style="list-style-type: none"> <li>• Present and focused on topic</li> <li>• Offering surface-level contributions to classroom discussions and activities (brief answers; descriptive rather than insightful answers)</li> <li>• Participating at a personally insightful level but not fostering the classroom dynamic (dominating conversation; not engaging classmates; not actively encouraging the participation of others)</li> </ul>	<ul style="list-style-type: none"> <li>• Meets most of the above criteria, but not all</li> <li>• Does the above items sporadically, not consistently</li> </ul>
<b>C Level Work</b>	<ul style="list-style-type: none"> <li>• Descriptive but not insightful (tells what happened but not why you think it happened)</li> </ul>	<ul style="list-style-type: none"> <li>• Present and not disruptive</li> <li>• Not offering many contributions to classroom discussion or activities</li> </ul>	<ul style="list-style-type: none"> <li>• Only meets a couple of the above criteria</li> </ul>
<b>D Level Work</b>	<ul style="list-style-type: none"> <li>• Insufficient information</li> <li>• Not following assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated disrespectful and/or distracting behaviors that negatively impact the classroom dynamic</li> </ul>	<ul style="list-style-type: none"> <li>• Serious problems evidenced by not submitting attending to instructions (formatting, due date, etc.)</li> </ul>
<b>F Level Work</b>	<ul style="list-style-type: none"> <li>• No basis to grade (not present or assignment not submitted)</li> </ul>	<ul style="list-style-type: none"> <li>• Excessive absences</li> <li>• Constant and unresolved disrespectful and/or distracting behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment not submitted</li> </ul>

**VI. REQUIRED TEXTS**

- McGoldrick, M. & Hardy, K. (2008). *Re-visioning family therapy (2<sup>nd</sup> 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 (2<sup>nd</sup> 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 (6<sup>th</sup> Ed.)*.

Supplemental Texts: You may find a textbook, such as those listed below, helpful to review different perspectives on the theoretical models when you are planning for your in-class social work activity.

- Bitter, J. R. (2014). *Theory and practice of family therapy and counseling (2<sup>nd</sup> Ed.)*. Belmont, CA: Brooks/Cole.
- Nichols, M. P. (2013). *Family therapy concepts and methods (10<sup>th</sup> Ed.)*. Boston, MA: Pearson.
- Rasheed, J. M., Rasheed, M. N., Marley, J. A. (2011). Thousand Oaks, CA: Sage.

**VII. COURSE OUTLINE**

- Remember – readings are to be completed before class meets.
- Assignments listed are to be completed before class.
- 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
1	<p><b>Aug. 31: Introductions &amp; Conceptualizing Families</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Canvas: <i>Queer Family Values: Debunking the Myth of the Nuclear Family</i> (Valerie Lehr, pgs. 1-13)</li> <li><input type="checkbox"/> Re-Visioning, Ch 7: <i>Understanding Families in the Context of Cultural Adaptations to Oppression</i> (Vanessa McAdams-Mahmoud)</li> </ul> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student Introduction Survey (to be completed in class)</li> </ul>

Week #	Date: Topic
2	<p><b>Sept. 7: LABOR DAY – NO CLASS</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Essential Skills Ch. 12: <i>Family Therapy in the Future: Pertinent Issues for the Beginning Clinician</i></li> </ul>
3	<p><b>Sept. 14: Social Worker Identity, Ethical Considerations</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> NASW Code of Ethics – <b>Bring it to class</b></li> <li><input type="checkbox"/> Essential Skills Ch 1: <i>The Beginning Family Therapist: Taking on the Challenge</i></li> <li><input type="checkbox"/> Re-Visioning Ch 36: <i>Visioning Social Justice: Narratives of Diversity, Social Location, and Personal Compassion</i> (Matthew R. Mock)</li> </ul> <p><i>One of the following:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Re-Visioning Ch 35: <i>Teaching White Students about Racism and Its Implications in Practice</i> (Norma Akamatsu)</li> <li><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)</li> </ul> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Week 3 Notes/Prep Page – if requested by instructor</li> </ul>
4	<p><b>Sept. 21: External &amp; Internal Stressors on Families</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Canvas: <i>Understanding Domestic Violence</i> (Fran S. Danis &amp; Shreya Bhandari)</li> <li><input type="checkbox"/> Canvas: <i>Models of Addiction and Change</i> (Carlo C. DiClemente)</li> <li><input type="checkbox"/> Canvas: <i>Understanding Grief and Loss – An Introduction</i> (Elizabeth Pomeroy)</li> <li><input type="checkbox"/> Canvas: <i>Pulling on the Heart Strings: An Emotionally Focused Approach to Family Life Cycle Transitions</i> (Mary E. Dankoski)</li> <li><input type="checkbox"/> Canvas: <i>Positive Psychological Perspectives on Posttraumatic Stress: An Integrative Psychosocial Framework</i> (Stephen Joseph &amp; P. Alex Linley)</li> </ul> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Week 4 Notes/Prep Page – if requested by instructor</li> </ul>
5	<p><b>Sept. 28: Assessment &amp; Initial Connections</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Essential Skills Ch. 2: <i>Before the Initial Interview</i></li> <li><input type="checkbox"/> Essential Skills Ch. 3: <i>The Initial Interview</i></li> <li><input type="checkbox"/> Essential Skills Ch. 4: <i>Guidelines for Conducting Assessment</i></li> </ul> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Week 5 Notes/Prep Page – if requested by instructor</li> </ul>



Week #	Date: Topic
6	<p><b>Oct. 5: Goal Setting, Sustaining Work</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Essential Skills Ch. 5: <i>Developing a Treatment Focus</i></li> <li><input type="checkbox"/> Essential Skills Ch. 6: <i>Basic Treatment Skills and Interventions</i></li> <li><input type="checkbox"/> Essential Skills Ch. 10: <i>Getting Unstuck in Therapy</i></li> </ul> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Week 6 Notes/Prep Page – if requested by instructor</li> </ul>
7	<p><b>Oct. 12: Case Discussion</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Whichever book you read for the Family Assessment assignment</li> </ul> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Family Assessment Paper</li> <li><input type="checkbox"/> Week 7 Notes/Prep Page – if requested by instructor</li> </ul>
8	<p><b>Oct. 19: Systems / Intergenerational Theory (Murry Bowen)</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Canvas: Family Therapy Concepts &amp; Methods, 10<sup>th</sup> Ed. (Michael Nichols) Ch. 4: <i>Bowen Family Systems Therapy</i></li> <li><input type="checkbox"/> Canvas: Re-Visioning Ed. 1, Ch 3: <i>The Cultural Meaning of Family Triangles</i> (Celia Jaes Falicov)</li> </ul> <p><i>One of the following:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Re-Visioning Ch. 4: <i>Social Class, Implications for Family Therapy</i> (Tracey A. Laszloffy)</li> <li><input type="checkbox"/> Canvas: Re-Visioning Ed. 1, Ch. 4: <i>Social Class as a Relationship</i> (Jodie Kliman)</li> <li><input type="checkbox"/> Re-Visioning Ch. 33: <i>Working with Families who are Homeless</i> (Peter Fraenkel &amp; Chloe Carmichael)</li> </ul> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Week 8 Notes/Prep Page – if requested by instructor</li> </ul>
9	<p><b>Oct. 26: Structural Theory (Salvador Minuchin)</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Canvas: Family Therapy: Models and Techniques (Janice M. Rasheed, Mikal N, Rasheed, James A. Marley) Ch. 6: <i>Structural Family Therapy</i></li> <li><input type="checkbox"/> Re-Visioning Ch. 24: <i>Therapy with Mixed-Race Families</i> (Tracey A. Laszloffy)</li> </ul> <p><i>One of the following:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Re-Visioning Ch. 10: <i>The Discovery of My Multicultural Identity</i> (Fernando López-Colón)</li> <li><input type="checkbox"/> Re-Visioning Ch. 11: <i>Our Iranian-African American Interracial Family</i> (Jayne Mahboubi &amp; Nasim Mahboubi)</li> <li><input type="checkbox"/> Re-Visioning Ch. 19: <i>Biracial Legitimacy: Embracing Marginality</i> (MaryAnna Domokos-Cheng Ham)</li> </ul> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Week 9 Notes/Prep Page – if requested by instructor</li> <li><input type="checkbox"/> Family Case Study (Systems Theory)</li> </ul>

Week #	Date: Topic
10	<p><b>Nov. 2: Human Validation / Humanistic Therapy (Virginia Satir)</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Canvas: Family Therapy: Models and Techniques (Janice M. Rasheed, Mikal N, Rasheed, James A. Marley) Ch. 4: <i>Communications / Humanistic Family Therapy</i></li> <li><input type="checkbox"/> Essential Skills Ch. 9: <i>When a Family Member has a Mental Illness</i></li> </ul> <p><i>One of the following:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Canvas: Chronic Persistent Mental Illness reading</li> <li><input type="checkbox"/> Re-Visioning Ch. 29: <i>Working with African Americans and Trauma: Lessons for Clinicians from Hurricane Katrina</i> (Nancy Boyd-Franklin)</li> <li><input type="checkbox"/> Re-Visioning Ch. 20: <i>The Dynamics of a Pro-Racist Ideology: Implications for Family Therapists</i> (Kenneth V. Hardy &amp; Tracey A. Laszloffy)</li> </ul> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Week 10 Notes/Prep Page – if requested by instructor</li> <li><input type="checkbox"/> Family Case Study (Structural Theory)</li> </ul>
11	<p><b>Nov. 9: Filial Therapy &amp; Attachment</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Canvas: <i>Filial Therapy: Strengthening the Parent-Child Relationship through Play</i> (Risë VanFleet)</li> <li><input type="checkbox"/> Essential Skills Ch. 7: <i>Working with Families and Children</i></li> </ul> <p><i>One of the following:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Re-Visioning Ch. 2: <i>Transnational Journeys</i> (Celia Jaes Falicov)</li> <li><input type="checkbox"/> Re-Visioning Ch 27: <i>Working with Immigrant and Refugee Families</i> (Marsha Pravder Mirkin &amp; Hugo Kamya)</li> <li><input type="checkbox"/> Re-Visioning Ch 34: <i>Coyote Returns: A Reconciliation between History and Hope</i> (Robin LaDue)</li> </ul> <p><i>One of the following:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Canvas: <i>The Applications of Attachment Theory in the Field of Adoption and Fostering.</i> (Jeanne Kaniuk)</li> <li><input type="checkbox"/> Canvas: <i>The Effects of Incarceration on Families and Children</i> (Joyce A. Arditti)</li> <li><input type="checkbox"/> Canvas: <i>Cycle of Deployment and Family Well-Being</i> [in <i>Handbook of Military Social Work</i>] (Keita Franklin)</li> </ul> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Week 11 Notes/Prep Page – if requested by instructor</li> <li><input type="checkbox"/> Family Case Study (Human Validation)</li> </ul>

Week #	Date: Topic
12	<p><b>Nov. 16: Narrative Therapy (Michael White)</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Canvas: Theory and Practice of Family Therapy and Counseling, 2<sup>nd</sup> Ed. (James Bitter) Ch. 8: <i>Postmodernism, Social Construction, and Narratives in Family Therapy</i></li> <li><input type="checkbox"/> Re-Visioning Ch. 5: <i>Spirituality, Healing, and Resilience</i> (Froma Walsh)</li> </ul> <p><i>One of the following:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Re-Visioning Ch. 13: <i>Grieving in Network and Community: Bearing Witness to the Loss of our Son</i> (Jodie Kliman &amp; David Trimble)</li> <li><input type="checkbox"/> Re-Visioning Ch. 17: <i>The Semitism Schism: Jewish-Palestinian Legacies in a Family Therapy Training Context</i> (Linda Stone Fish)</li> <li><input type="checkbox"/> Re-Visioning Ch. 18: <i>My Evolving Identity from Arab to Palestinian to Muslim</i> (Nuha Abudabbeh)</li> </ul> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Week 12 Notes/Prep Page – if requested by instructor</li> <li><input type="checkbox"/> Family Case Study (Filial Therapy)</li> </ul>
13	<p><b>Nov. 23: Feminist Theory</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Canvas: Theory and Practice of Family Therapy and Counseling, 2<sup>nd</sup> Ed. (James Bitter) Ch. 14: <i>Feminist Family Therapy</i></li> <li><input type="checkbox"/> Canvas: Re-Visioning Ed. 1, Ch. 31: <i>The Cultural Context Model: An Overview</i> (Rhea Almeida, Rosemary Woods, Theresa Messineo, &amp; Roberta Font)</li> </ul> <p><i>One of the following:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Re-Visioning Ch. 22: <i>Dismantling White Male Privilege within Family Therapy</i> (Ken Dolan-Del Vecchio)</li> <li><input type="checkbox"/> Re-Visioning Ch. 25: <i>Working with LGBT Families</i> (Elijah C. Nealy)</li> <li><input type="checkbox"/> Re-Visioning Ch. 12: <i>Voluntary Childlessness and Motherhood: Afterthoughts</i> (Marlene F. Watson)</li> </ul> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Week 13 Notes/Prep Page – if requested by instructor</li> <li><input type="checkbox"/> Family Case Study (Narrative Therapy)</li> </ul>
14	<p><b>Nov. 30: Ending Work with Families &amp; Wrapping up our Class</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Essential Skills Ch. 11: <i>Termination</i></li> <li><input type="checkbox"/> Re-Visioning Ch. 31: <i>Climbing up the Rough Side of the Mountain; Hope, Culture, and Therapy</i> (Paulette Moore Hines)</li> <li><input type="checkbox"/> Canvas: Transitional Objects / Ending Rituals Reading</li> <li><input type="checkbox"/> Canvas: Re-Visioning Ed. 1, Ch. 5: <i>Beliefs, Spirituality, and Transcendence; Keys to Family Resilience</i> (Froma Walsh)</li> </ul> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Week 14 Notes/Prep Page – if requested by instructor</li> <li><input type="checkbox"/> Family Case Study (Feminist Theory)</li> </ul>

## 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. After missing two classes you must meet with the instructor to make a plan to rectify the situation; 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. Excessive absences, late arrivals, early departures, or not following through on a plan to rectify such issues may result in a Level 1 Review.

**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. 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. Your Family Assessment paper and Social Work Activity paper are formal so must conform to APA 6 formatting and be 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](http://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 – it will result in a referral to Student Judicial Services. Any assignment that is not specifically identified as a group assignment is expected to be your own, independent work. Submitting work that was jointly created, when not a group assignment, is considered collusion and is also a breach of the University Policy on Scholastic Dishonesty which may result in a referral to Student Judicial Services.

Citations are to be APA 6 format – failure to use APA 6 formatting will mean that your assignment will not be reviewed and late penalties will accrue until it is resubmitted in APA 6. 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. If you have contacted me before the deadline to inform me that the assignment will be late, the late assignment will drop by a fractional letter grade (i.e. A to A-, B+ to B, B- to C+, etc.) for each 24 hours past the deadline. If you do not contact me before the deadline to inform me that it will be late, the assignment will drop by two fractions of the letter grade for each 24 hours (i.e. A to B+, B+ to B-, B- to C, etc.)

**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 AND CIVILITY IN THE CLASSROOM.** The professor 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. 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 also 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. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

**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 professor. The professor 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 may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at [www.utexas.edu/student/cmhc/](http://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 COURSE MATERIALS.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor 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 sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to 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). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor 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 professor 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, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

**TITLE IX REPORTING.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Students who report incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct to faculty, instructors, and/or staff who supervise students, will be provided a list of University resources. If the incident is impacting the academic environment, a report will be provided to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may be found at <https://www.utexas.edu/student-affairs/policies/title-ix>.

\*\*Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, and disability. If you or someone you know has been harassed or assaulted, you can find UT Austin resources on the Title IX site referenced above as well as the Voices Against Violence sites: <http://www.cmhc.utexas.edu/vav/index.html> and [http://www.cmhc.utexas.edu/vav/vav\\_referrals.html](http://www.cmhc.utexas.edu/vav/vav_referrals.html)

**CLASSROOM CONFIDENTIALITY.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

**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 for keeping the university informed about a change of 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 professor 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 between 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 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 in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor'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 Officer