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

Course Number:	SW 393R	Instructor:	Earley Ullrich, LCSW & Board-Approved Supervisor
Unique Number:	60755	Email:	earleyullrich@utexas.edu
Semester:	Fall 2015	Phone:	(512) 587-0714 Cell Phone
Meeting Time:	M 5:30 – 8:30 PM	Office Room:	3.104A
Meeting Place:	SSW 2.122	Office Hours:	Mondays 4:30 to 5:30 PM

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 context 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 skill 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 the 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/APB 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 manifestations 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/APB 10c)

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 & Discussion, Attendance, Role Plays, Case Study, Family of Origin Paper, Reflection Paper & Family Therapy Model 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): Family Therapy Model Paper, Case Study, Role Plays, Assigned Readings

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): Family of Origin Paper, Family Therapy Model Paper, Role Plays, assigned readings

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): Family of Origin Paper, Case Study, Role Plays, Family Therapy Model Paper

EP2.1.10a. Engagement.

- CL/APB10a Integrate theory-based relational skills in all areas of client engagement
- Objective(s): 6
- Assignment(s): Family Therapy Model Paper, Role Plays & Reflection Paper

EP2.1.10c. Intervention

- CL/APB10c Critically apply interventions to design, implement and evaluate effective practice
- Objective(s): 7
- Assignment(s): Role Plays, Reflection paper, Family Therapy Model Paper & Class Discussion

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 of 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 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 on 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 grade for the course will be based on the student's ability to demonstrate (a) knowledge and methods from the major models of family therapy and (b) effective interventions for solving family problems. Grading will be based on total points accrued from each of the assignments.

The instructor reserves the right to make modifications to the specific assignments and assigned readings as needed to facilitate learning in this course. Any modifications will be posted on Canvas and/or announced in class. **If you have any questions about any assignment for this class, please consult with the instructor in advance of the due date.**

Written assignments should be typed, double spaced with a 12-point font and one-inch margins on all sides. Single space, improper margins, pages above the page limit and/or a different font will incur a penalty (one point per page). APA (6th Ed) citation style must be used for referenced information. Emphasis should be given to the most recent (within the past 5 to 7 years) literature and studies. Of course, seminal pieces that fall outside of this time parameter should still be included. Papers will be graded on both content and writing style. *Wikipedia* references will not be accepted and the use of non-academic and sponsored websites is not recommended. Peer-reviewed journals and books are preferable.

Overall Criteria for Evaluating Student Assignments

The skills possessed by effective professional social workers include the ability to write well and to speak in an articulate and persuasive manner to groups. Your written work should be well conceptualized and researched, clearly organized, and supported by examples and details. Papers must be typewritten, proofread for spelling and grammatical errors, double-spaced, use 12 point font, and must follow the APA style format. *The Publication Manual of the American Psychological Association* (APA) is the style manual to be used for all assignments. Incorrect use of APA style may result in a deduction of points on assignments. Appropriate

referencing (authors, titles, page numbers, etc.) of assignments is required. This includes giving due credit to others when indirect quotes (paraphrasing) and direct (verbatim) quotes are used. Short direct quotes (less than 40 words) must be placed in quotation marks. Long direct quotes (40 or more words) should be indented. Paraphrasing requires more than changing a word or two in a sentence. **Failure to give due credit to others will result in a “0” for the assignment and/or an “F” for the course. Plagiarism is a form of scholastic dishonesty and will be addressed as such. If you do not know how to cite appropriately, please learn before you submit any assignments.**

Papers must include the following elements:

- Clear answers to all required questions
- Adherence to assignment parameters around length of paper
(Note: papers less than the minimum length will receive no higher than a grade of 80; papers exceeding the maximum length will only be graded on a review of the maximum number of pages stipulated by the assignment)
- Evidence of independent, critical thinking
- Research from peer-reviewed professional journals and from recent books
- Integration of material from lectures and course readings
- Use of grammar, spelling, and punctuation appropriate to graduate level written work.

1. Case Study (1 – 2 pages, no cover sheet) Students MUST turn in a hard copy of this assignment.

Each student will identify a presenting problem or problems in a family he/she has worked with or knows well as the subject of discussion and role play. Pseudonyms should be assigned to each family member in order to preserve confidentiality. However, do not use initials or numbers in lieu of names. Each student will write a 1 – 2 page paper (no cover sheet) outlining the following information about the family:

Begin your paper by stating the problem, who requested therapy and how the client sees the problem. Very briefly include demographics such as marital status, socioeconomic status, ethnic identity, religious/spiritual affiliation, sexual orientation, sex and ages of each family member (including children, if applicable), etc. (not more than one or 2 sentences). A brief description and assessment of the family dynamics including family interactions, hierarchy, roles, power and control, family life cycle issues, triangulations, strengths, challenges and parenting styles (nurturing and control axis).

5 % (5 Points of your grade)

2. Role Plays

In class role plays will be used throughout the course to integrate theory into practice. Students will be divided into groups and create “families” that will work together to do in class role plays to practice family theories and interventions studied during the course of the semester. There will be two types of in class role plays:

a. ***Informal role plays*** will be used each week so students can practice the skills learned in class and from readings. ***Part of the role play grade will be based on participation, critical thinking skills, discussion and feedback provided to class members during these role plays.***

b. Formal role plays

Each student will be required to play the role of the therapist at least once in front of the entire class with other group members acting as family members. The instructor will either choose case studies from student assignments (case study) or use other case studies as needed to ensure that a diverse selection of case examples will be used for role plays. **Grading for formal role plays will be based on participation, integration of theory, critical thinking skills, discussion, feedback and use of specific family therapy techniques assigned.** Groups will be assigned a specific theory studied in class to integrate into the formal role play. Formal role plays will integrate one of the following theories: Systems, Structural, Narrative, Solution-Focused, Humanistic and Filial. **All students will be expected to complete a handwritten Role Play Feedback Form for every formal role play.** The Role Play Feedback Form will be given to the instructor immediately following the role play. The instructor will give all feedback forms to the person acting as therapist. **A point will be deducted from your role play grade if the Role Play Feedback Form is not turned in.**

20% (20 points of your grade)

Reflection Paper (2 to 3 pages with no cover sheet) May be turned in via Canvas or as a hardcopy in class on due date.

After a student has played the therapist role in front of the class demonstrating a specific family therapy theory, he or she will complete a 2 to 3 page reflection paper that critiques his or her own skills as the therapist. The student who played the therapist will use the Role Play Feedback Forms and their own knowledge to write a 2 to 3 page personal reflection paper about his/her role play experience. Due dates for this assignment will vary depending on which theory the student completes the formal role play. This paper should include:

- ✓ personal insights about one’s skills and abilities
- ✓ cultural diversity considerations (if applicable)
- ✓ identify personal strengths
- ✓ identify therapeutic or personal challenges
- ✓ incorporate feedback from peers

15 % (15 Points of your grade)

**3. Family of Origin Paper (not to exceed 6 pages, not including cover page and references)
May be turned in via Canvas or as a hardcopy in class on due date.**

a) Each student will choose a nodal point in her/his family of origin and construct a three generational genogram that depicts the family relationships at that point in time using the techniques outlined in Carter & McGoldrick. The genogram should reflect in its notation the issues or dominant pattern(s) which are to be addressed in the paper.

b) Choose an issue from this nodal point in time as a presenting problem. **You need not choose the most difficult time for your family. Begin the paper by clearly describing the issue or presenting problem.** Describe, assess, identify and give examples of the family dynamics including family interactions (communication patterns), hierarchy, roles, power and control, emotional triangulations and the multigenerational transmission process. Also address the effects of sibling position, family projection process, nuclear family emotional process and differentiation of self of each family member. Identify the stage of the family life cycle at that time and its effect on family dynamics. Be sure to include the success or lack of success in the family's completion of previous life cycle stages. Please elaborate on theoretical framework (i.e. Bowen, unless you are using another model) that you are using in describing and assessing these family dynamics.

c) Detail the impact of this assignment on your self-awareness. What did you learn about yourself as you thought about your own family dynamics? What areas do you need to monitor so that your early family experience does not interfere with the needs of your client family? What experiences and insights did you have that could be useful to understanding client families? To what extent would it be appropriate to share these with clients?

*This can be a difficult assignment. Painful or confusing issues are often revisited. It is important to understand that all families have problems. Family functioning varies greatly over time depending on stressors, individual coping skills, the family life cycle stage, current family interactional patterns and numerous other psycho biosocial factors. All aspects of families can be plotted on a continuum from very functional to very dysfunctional, but the assessment is true only for a specific time and one for a specific issue. **The goal of this assignment is to give you insight into your own family dynamics and emotional system so you can better use and monitor your family experience in your clinical practice.** This is, however, a scholastic assignment, and should not be considered "therapy"; therefore, do not choose a nodal point that is totally unresolved or excessively painful. If you wish, you may give yourself a pseudonym for this paper. Going over the page limit and/or single spacing will be penalized.*

20% (20 points of your grade)

4. Family Therapy Model Paper (not to exceed 12 Pages) May be turned in via Canvas or as a hardcopy in class on due date.

Each student is to choose a family case that he/she has worked with or knows well as the subject of the paper. *The student may not use the same case he or she used for the case study.* Pseudonyms should be assigned to each family member in order to preserve confidentiality. However, do not use initials or numbers in lieu of names. **The family case is to be applied to one of the models of family therapy taught in class; unless, you receive special permission from the professor to apply another theory.** Each student is to take the role of therapist in the paper and write as if the therapy had actually occurred.

Step A: Clearly describe the problem that brings the family into therapy. Briefly describe family dynamics and take into consideration a) life cycle stage, b) family beliefs, organization and communication, c) social context (i.e. race/ethnicity, socioeconomic class and gender).

Step B: (1) Discuss the theoretical basis of the model you have chosen (including its constructs and major assumptions). (2) Assess the family dynamics in terms used by this model. (3) With consideration to their specific problems, apply your model to this family by: (a) using interventions that would be appropriate for this family based on this model. Give techniques that would be used, identify them and demonstrate how they would apply to this family specifically by using examples. Process the model thoroughly over time. This means that you must put in the details, step by step, of how you would help a family work through their issues (not just one session). Dialogue is not necessary. However, you will need to state the nature of your questions, the family members' responses and how you would respond to those responses including the language you would use with the family. You must continue the process so that the family's change is thoroughly explained. Include a rationale of each intervention and the impact on the family or a family member for each intervention. (Minimum of 5 pages)

Step C: Discuss the therapist's (your) experience with this family relative to a) the impact of the family or family members on the therapist and b) identify any issues that might create internal conflict or counter transference for you as a therapist.

Step D: Assess the model relative to a) research of theory and empirical support for the clinical effectiveness of this model and b) the use of this model with diverse populations. Be specific and quote studies. Include references using the APA style.

The paper should be 10 – 12 pages double spaced and should adhere to the APA style. You may write this paper in the first or third person. Grammar and writing style (expression in a concise and clear manner) will be taken into consideration when calculating the grade. Going over the page limit and/or single spacing will be penalized. **Also, this is a family's class; therefore, all**

papers must demonstrate working with at least 2 family members. Failure to do so will result in a 10 point penalty.

Suggestion: Write this paper as if the events have actually happened and you are reporting in past tense. This is a creative process so you will need to imagine the family members' answers even if you have not worked with them.

25% (25 points of your grade)

5. Participation & Attendance

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 into deeper levels by respectfully disagreeing or questioning things that we have read or things people have said. You are expected to play family members in role plays as and give critical feedback to your peers who play the role of the therapist. **The class participation grade will be determined by the instructor's rating of the quality and quantity of the student's contributions in each class.**

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. Regular and punctual attendance as well as class participation are expected. **Please notify the professor in advance of any anticipated absences or if you have plans to arrive late or leave early. Late arrivals and early departures from class will negatively impact the participation and attendance grade in the same way as an absence. Students who fail to attend class on a regular basis (missing more than one class without a valid excuse, e.g., family emergency or illness for which documentation may be required) will be penalized one point per unexcused absence when points are totaled.** 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.

15% (15 points of your grade)

V. REQUIRED TEXTS

McGoldrick, M. & Hardy, K. (2008). *Re-Visioning family therapy: Race, culture, and gender in clinical practice* (2nd Ed.). New York: NY: Guilford Press.

Patterson, J., Williams, L., Edwards, T., Chamow, L. & Grauf-Grounds, C. (2009). *Essential skills in family therapy* (2nd Ed.). New York: NY: Guilford Press.

Additional readings are listed in the Course Schedule and will be posted on Canvas.

VI. 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 we can meet and discuss your grade.

Case Study	5%
Role Plays	20%
Reflection Paper	15%
Family of Origin Paper	20%
Family Therapy Model Paper	25%
Participation & Attendance	<u>15%</u>
	100%

Grades will be assigned as follows using the Graduate Grading Scale:

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+, B or B- 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 or 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 you final grade falls below a “C”. You must earn a “C” or above to receive credit for this course.***

67 – 69.999%	D+
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 analysis.

59.999% or below F (failing)

While it is not possible 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	<p>Does the following thoroughly:</p> <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 (realizations) about why and how things are happening (not just describing the fact that they are happening) • 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 	<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 interpretations related to the topic • Asking questions that deepen the level of discussion • Respectfully disagreeing and/or offering an alternate viewpoint 	<p>Does the following consistently:</p> <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 • 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 	<ul style="list-style-type: none"> • Meets most of the above criteria, but not all • Does the above items sporadically, not consistently

		<p>activities (brief answers; descriptive rather than insightful answers)</p> <ul style="list-style-type: none"> Participating at a personally insightful level but not fostering the classroom dynamic (dominating conversation; not engaging classmates; not actively encouraging the participation of others) 	
C Level Work	<ul style="list-style-type: none"> Descriptive, but no 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 discussions 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 assignment 	<ul style="list-style-type: none"> Repeated disrespectful and/or distracting behaviors that negatively impact the classroom dynamic 	<ul style="list-style-type: none"> Serious problems evidenced by not submitting or attending to 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

VII. COURSE & UNIVERSITY POLICIES

ASSIGNMENTS. Assignments are due promptly at the beginning of class and will be considered late if not submitted within the first 15 minutes of class. Late assignments will not be accepted without penalty. The penalty for late assignments will be assessed by subtracting 5 points per day. Exceptions will be made only in the case of an extreme

emergency and with the permission of the instructor to be given 24 hours prior to the due date.

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 utilize a written 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.**

ELECTRONICS IN THE CLASSROOM. **Students are expected to refrain from use of computers, cell phones, and other electronic devices in the classroom unless a documented disability accommodation is provided to the instructor via the Services of Students with Disabilities outlined above.** The classroom in this course requires that students and instructor be 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 and physically) and connected to clients. Presence and attunement skills must be practiced like any others—classroom time will be an opportunity to practice disconnecting from external information in order to be fully present in the moment.

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/.

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>.

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>.

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 office.

VIII. COURSE OUTLINE

Students are expected to complete readings and assignments before class on the dates listed in the course outline below.

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/or announced in class.

Week #	Date: Topic
1	<p>Aug 31: Introductions, Overview of syllabus & Conceptualizing Families</p> <ul style="list-style-type: none"> <input type="checkbox"/> Essential Skills Ch. 1: <i>The beginning family therapist</i> <input type="checkbox"/> Re-Visioning Ch. 1: <i>Re-Visioning family therapy from a multi-cultural perspective</i> <input type="checkbox"/> Re-Visioning Ch. 7: <i>Understanding families in the context of cultural adaptations to oppression</i> (McAdams-Mahmoud) <input type="checkbox"/> Canvas: <i>Queer Family Values: Debunking the Myth of the Nuclear Family</i> (Lehr, pgs. 1 – 13.)
2	<p>Sept 7: LABOR DAY – NO CLASS ENJOY YOUR HOLIDAY! ☺</p>
3	<p>Sept 14: Assessment, Initial Connections, Genograms **CASE STUDY DUE**</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 Assessment</i> <input type="checkbox"/> <i>Technology Assessments for Families</i> (Belluomini) at http://www.socialworker.com/feature-articles/technology-articles/technology-assessments-for-families/ <input type="checkbox"/> Canvas: Technology Assessment (Belluomini) <input type="checkbox"/> Canvas: Technology Evaluation (Belluomini) <p>One of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Canvas: <i>The Spiritual Genogram in Family Therapy</i> (Frame) <input type="checkbox"/> Canvas: <i>Adaptations of the Multifaceted Genogram in Counseling, Training, and Supervision</i> (Magnuson & Shaw)
4	<p>Sept 21: Goal Setting, Sustaining Work</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>One of the following:</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> (Akamatsu) <input type="checkbox"/> Re-Visioning Ch. 28: <i>On Becoming a GEMM Therapist: Work Harder, be Smarter, and Never Discuss Race</i> (Hardy)
5	<p>Sept 28: External & Internal Stressors on Families</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: Trauma reading <input type="checkbox"/> Canvas: Grief reading <input type="checkbox"/> Canvas: Family Life Cycle

<p>6</p>	<p>Oct 5: Systems Family Theory (Murray Bowen) **ROLE PLAY FEEDBACK FORM DUE**</p> <ul style="list-style-type: none"> <input type="checkbox"/> Canvas: Family Therapy Concepts & Methods, 10th Ed. (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> (Falicov) <input type="checkbox"/> Re-Visioning Ch. 25 <i>Working with LGBT Families</i> (Nealy) <p>One of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Re-Visioning Ch. 4: <i>Social Class, Implications for Family Therapy</i> (Laszloffy) <input type="checkbox"/> Re-Visioning Ch. 33: <i>Working with Families who are Homeless</i> (Fraenkel & Carmichael)
<p>7</p>	<p>Oct 12: Solution-Focused Family Therapy (Steve de Shazer & Insoo Kim Berg) **FAMILY OF ORIGIN PAPER DUE** **SYSTEMS FAMILY THERAPY REFLECTION PAPER & ROLE PLAY FEEDBACK FORM DUE**</p> <ul style="list-style-type: none"> <input type="checkbox"/> Canvas: More Than Miracles: The State of the Art of Solution-Focused Brief Therapy Ch. 1 (de Shazer & Dolan) <input type="checkbox"/> Canvas: <i>A Feminist Critique of Solution-Focused Therapy</i> (Dermer, Hemesath, & Russell) <input type="checkbox"/> Canvas: <i>Emotions in Solution-Focused Therapy: A Re-examination</i> (Miller & de Shazer) <p>One of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Re-Visioning Ch. 23: <i>Latinas in the United States: Bridging Two Worlds</i> (Garcia-Preto) <input type="checkbox"/> Re-Visioning Ch. 32: <i>Interracial Asian Couples: Beyond Black and White</i> (Shibusawa)
<p>8</p>	<p>Oct 19: Structural Family Therapy (Salvador Minuchin) **SOLUTION-FOCUSED FAMILY THERAPY REFLECTION PAPER & ROLE PLAY FEEDBACK FORM DUE**</p> <ul style="list-style-type: none"> <input type="checkbox"/> Canvas: Family Therapy Concepts & Methods, 10th Ed. (Nichols) Ch. 6: <i>Structural Family Therapy</i> <input type="checkbox"/> Re-Visioning Ch. 24: <i>Therapy with Mixed Race Families</i> (Laszloffy) <p>One of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Re-Visioning Ch. 10: <i>The Discovery of My Multicultural Identity</i> (López-Colón) <input type="checkbox"/> Re-Visioning Ch. 11: <i>Our Iranian-African American Interracial Family</i> (Mahboubi & Mahboubi) <input type="checkbox"/> Re-Visioning Ch. 19: <i>Biracial Legitimacy: Embracing Marginality</i> (Domokos-Cheng Ham)

<p>9</p>	<p>Oct 26: Humanistic Family Therapy (Virginia Satir) **STRUCTURAL FAMILY THERAPY REFLECTION PAPER & ROLE PLAY FEEDBACK FORM DUE**</p> <ul style="list-style-type: none"> <input type="checkbox"/> Canvas: Theory and Practice of Family Therapy and Counseling, 2nd Ed. (Bitter) Ch. 8: <i>Human Validation</i> <input type="checkbox"/> Essential Skills Ch. 9: <i>When A Family Member has a Mental Illness</i> <p>One of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Re-visioning Ch. 29: <i>Working with African Americans and Trauma: Lessons for Clinicians from Hurricane Katrina</i> (Boyd- Franklin) <input type="checkbox"/> Re-Visioning Ch. 20: <i>The Dynamics of a Pro-Racist Ideology: Implications for Family Therapists</i> (Hardy & Laszloffy)
<p>10</p>	<p>Nov 2: Narrative Family Therapy (Michael White) **HUMANISTIC FAMILY THERAPY REFLECTION PAPER & ROLE PLAY FEEDBACK FORM DUE**</p> <ul style="list-style-type: none"> <input type="checkbox"/> Canvas: Theory and Practice of Family Therapy and Counseling, 2nd Ed. (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> (Walsh) <input type="checkbox"/> Re-Visioning Ch. 30: <i>Once They Come: Testimony Therapy and Healing Questions for African American Couples</i> (Akinyela) <p>One of the following:</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> (Kliman & Trimble) <input type="checkbox"/> Re-Visioning Ch. 17: <i>The Semitism Schism: Jewish-Palestinian Legacies in a Family Therapy Training Context</i> (Fish) <input type="checkbox"/> Re-Visioning Ch. 18: <i>My Evolving Identity form Arab to Palestinian to Muslim</i> (Abudabbeh)
<p>11</p>	<p>Nov 9: Filial Therapy & Attachment **NARRATIVE FAMILY THERAPY REFLECTION PAPER & ROLE PLAY FEEDBACK FORM DUE**</p> <ul style="list-style-type: none"> <input type="checkbox"/> Essential Skills Ch. 7: <i>Working with Families and Children</i> <input type="checkbox"/> Canvas: <i>Filial Therapy: A Structured and Straight Forward Approach to Including Young Children in Family Therapy</i> (Topham & Van Fleet) <input type="checkbox"/> Canvas: Incarceration reading <p>One of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Re-Visioning Ch. 2: <i>Transactional Journeys</i> (Falicov) <input type="checkbox"/> Re-Visioning Ch. 27: <i>Working with Immigrant and Refugee Families</i> (Mirken & Kamyra) <input type="checkbox"/> Re-Visioning Ch. 34: <i>Coyote Returns: A Reconciliation between History and Hope</i> (LaDue)

<p>12</p>	<p>Nov 16: Feminist Theory **FILIAL FAMILY THERAPY REFLECTION DUE**</p> <ul style="list-style-type: none"> <input type="checkbox"/> Canvas: Theory and Practice of Family Therapy and Counseling, 2nd Ed. (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> (Almeida, Woods, Messineo, & Font) <input type="checkbox"/> Canvas: <i>Feminist Family Therapy Ethical Considerations for the Clinician</i> (Costa & Sorenson) <input type="checkbox"/> Canvas: <i>A Feminist Critique of Five Schools of Family Therapy</i> (Ault-Riché) <p>One of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Re-Visioning Ch. 22: <i>Dismantling White Male Privilege within Family Therapy</i> (Dolan-Del Vecchio) <input type="checkbox"/> Re-Visioning Ch. 12: <i>Voluntary Childlessness and Motherhood: Afterthoughts</i> (Watson)
<p>13</p>	<p>Nov 23: Family Play Therapy & Field Trip to Austin Child Guidance Center 810 W. 45th Street with panel discussion</p> <p>**FAMILY THERAPY MODEL PAPER DUE**</p> <ul style="list-style-type: none"> <input type="checkbox"/> Canvas: <i>Play and Family Therapy</i> (Rotter & Bush) <input type="checkbox"/> Canvas: <i>Using Play Therapy Techniques in A Bowenian Theoretical Context</i> (Nims & Duba) <input type="checkbox"/> Canvas: <i>“I’m NOT the Problem!” Externalizing Children’s “Problems” Using Play Therapy and Developmental Considerations</i> (Turns & Kimmes) <input type="checkbox"/> Canvas: <i>Can we play too? Experiential Techniques for Family Therapists to Actively Include Children in Sessions</i> (Pereira)
<p>14</p>	<p>Nov 30: Ending work with families, Evaluations & Wrapping up our class LAST CLASS DAY!</p> <ul style="list-style-type: none"> <input type="checkbox"/> Essential Skills Ch. 11 <i>Termination</i> <input type="checkbox"/> Essential Skills Ch. 12: <i>Family Therapy in the Future: Pertinent Issues for the Beginning Clinician</i> <input type="checkbox"/> Re-Visioning Ch. 31: <i>Climbing up the Rough Side of the Mountain: Hope, Culture, and Therapy</i> (Hines) <input type="checkbox"/> Canvas: <i>The Termination Stage In Bowen’s Family Systems Therapy</i> (Walsh & Harrigan) <input type="checkbox"/> Canvas: <i>The Termination Phase in Structural Family Intervention</i> (Walsh & Harrigan) <input type="checkbox"/> Canvas: <i>Transitional Objects/Ending Rituals Reading</i>