

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

Course Number:	SW 393 R3	Instructor's Name:	Jack Nowicki, LCSW
Unique Number:	60710	Office Number:	SWB 3.104-A
Semester:	Fall, 2015	Office Phone:	512-659-1465 (cell)
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Meeting Time/Place:	Th 5:30-8:30 SSW 2.118	Office Hours:	Thursday @ 4:00 or by appt.

THEORIES & 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

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/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 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.

EP 2.1.2. Apply social work ethical principles to guide professional practice.

CL/APB2 Refine ability to manage value differences and ethical dilemmas.

Objectives 4: Assignments: In-class activities and exercises; exam.

EP 2.1.4. Engage diversity and difference in practice.

CL/APB4 Utilize needs, values, and strengths in applying appropriate interventions for diverse client systems

Objectives 3: Assignments: Role-plays, exam; in-class activities and exercises.

EP 2.1.6. Engage in research-informed practice and practice-informed research.

CL/APB6 Apply empirically supported evidence to practice

Objectives 5: Assignment: Cook book; class discussions

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

Objectives 1, 2: Assignment: Class discussions; in class activities and exercises

EP 2.1.10a. Engagement.

CL/APB10a Integrate theory-based relational skills in all areas of client engagement

Objectives 6: Assignment: Role-plays; in class activities and exercises.

EP 2.1.10c. Intervention

CL/APB10c Critically apply interventions to design, implement and evaluate effective practice

Objectives 7: Assignment: Cook book; essay exam; in-class activities and exercises

III. Teaching Methods

This class provides opportunities for both theory and skill development. Family practice models will be presented through a combination of lectures, demonstrations of practice interventions, experiential skill-building exercises, and class discussions integrating the course readings, and an essay exam testing students' knowledge and ability to communicate.

IV. University Policies

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 must 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.

Graduate Grading Scale:

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

V. Class Policies

Attendance and Participation: Students are expected to read the assigned readings (some students use study groups), attend each class meeting, contribute to class discussions, and participate in skill-building exercises. Failure to attend class regularly (missing more than two class sessions) may result in a lower grade for the course, at the instructor’s discretion. As soon as students know that they will not be able to attend class, they should e-mail or call the instructor. I respect student’s observance of religious holy days. If you must miss class to observe a religious holy day please let me know as soon as you know you will be absent. See section VIII.5 for grading details.

Students enrolled in this class should expect to spend an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments or exams, reviewing online content, etc.

No late assignments will be accepted except in extreme emergencies and then only with permission of the instructor. If students are in an emergency situation they should contact the instructor and negotiate a new due date. All late assignments will be assessed point penalties at a rate of 5 points a day.

The grade for the course will be based on the student's ability to demonstrate knowledge and methods from the evidenced-based models of solution-focused therapy and effective interventions for finding solutions. Class attendance, participation, and promptness in completing assignments are considered when assigning the grade.

VI. Course Requirements

The grade for the course will be based on the student's ability to demonstrate knowledge and methods from the evidenced-based models of solution-focused therapy and effective interventions for finding solutions. Class attendance, participation, and promptness in completing assignments are considered when assigning the grade. There are three major assignments. This is a professional practice class and each student is expected to demonstrate behavior that meets the criteria of the National Association of Social Workers code of ethics and meets the standards for professional practice of social work.

VII. Required Texts

- Becvar, D.S., & Becvar, R.J. (2013) *Family therapy: A systemic integration*. (8th ed.). New York, NY: Pearson.
- Gehart, D. (2010). *Mastering competencies in family therapy: A practical approach to theories and clinical case conceptualization*. Pacific Grove, CA: Cengage Learning.
- Required Online Readings: All additional readings are available on *Canvas*.

VIII. Course Assignments

1. **Essay Exam: (30% of your grade)** There will be an essay exam based on the readings, lectures, and discussions. The exam will be given as scheduled on the course outline. Make-up exams are not given unless there are unusual extenuating circumstances.

A note about essay exams: My intent in giving essay exams is for students to complete and integrate the readings, class discussion, and other materials. Exams improve student ability to communicate their ideas, and test their application of knowledge and skills in practical situations. A goal of graduate education is to integrate and apply your education, and essay exams offer this opportunity. As practice for this, we will engage in discussion groups related to the readings at the beginning of class. Exams also challenge and encourage students to the high standards of a graduate education: students have a chance to demonstrate their knowledge of SFBT and explain their individual understanding by use of examples, comparisons, and critiques.

2. **Cookbook of Family Therapy Practices (Techniques) (40% of your grade)**. Students will develop a comprehensive cookbook of practice techniques from one of the clinical frameworks described in this class: Strategic, Structural, Cognitive Behavioral, Solution-Focused, and Narrative/Collaborative. Students may work individually or in teams. Each approach must be included by some team or individual student. These 'cookbooks' are to be presented as DTPs ("a means of publishing reports, advertising, etc, to typeset quality using a desktop computer"¹) or as PowerPoint presentations and we will be exchanging them in PDF format so that each class member can benefit from the others' work. These cookbooks should read like an annotated bibliography on the included practice techniques. Each practice technique must be operationally defined (expressing the working method) and described so the reader can follow the method in steps (like in a cookbook). Each completed practice "recipe"

¹ Definition retrieved online from Dictionary.com at <http://dictionary.reference.com/browse/desktop+publishing>

must include a description about the purpose of the practice, details about using (when, where, and with whom), how to measure outcomes, the evidence base for the practice, and the group's rating of the practice on a group-developed scale. Techniques may be rated similarly to how the major EBP Clearinghouses rate programs. (There will be a few sample cookbooks listed on the class Canvas).

As the group progresses in developing their demonstration, members must schedule at least one planning session with the instructor. The group is responsible for scheduling this meeting. (I suggest the group meet with me early in the development process.) All group members will be assigned the same grade for their presentation, so it should reflect equal responsibility on all members' parts (If all members of the group are not sharing the burden of the work, please notify the instructor).

3. **Class Participation (30% of your grade)** This course is practice related. Each class includes "Group Discussion Activities" and/or "Skill-building Exercises" as opportunities for students to share what they are learning or practice the attendant skills. There are opportunities for students to use their own family history and life experiences in these activities and exercises; therefore, we will discuss class personal sharing and make agreements about keeping our stories confidential if necessary.

Class participation includes active class involvement and discussion, demonstrating an understanding of SFBT techniques, and evidence of having read the readings. Class involvement is graded based on the student's self-evaluation and the instructor's observation of class participation. The class participation grade is not only determined by the quantity of participation behaviors but also on the quality of the participation; i.e. making salient comments, reflecting preparation and knowledge of the material, and raising thought-provoking questions, comments, and/or other pertinent information.

4. **Course Grades**

A note on Grading: I agree with Miller's statement: "I do not give grades; I record students' *achievements!* Students earn grades."² What matters is *learning*. It is understood that there is no way students can learn everything about Family Counseling interventions in 13 weeks. Our goal is to push students' knowledge base beyond the level they brought to the class. My goal is for industrious and motivated students to stand out and the average students to recognize that their grade for the class will reflect what they put into it. Finally, grades should be viewed as a measure of understanding, integrating, and applying the course materials. I start the semester imagining that the all students are "B" students and it is up to students to earn their way up from there.

Definitions	Grading scale
<u>Superior work:</u> The assignment significantly exceeds expectations listed in the syllabus. Student does more than is required in the assignment and demonstrates a high level of in-depth critical thinking and analysis (i.e., coherence and integration of ideas).	94.0 -100 = A 90.0 to 93.999 = A- (The same as shown on page 4)
<u>Good Work:</u> The assignment meets <u>all</u> the requirements and demonstrates evidence of in-depth critical thinking and analysis.	87.0 to 89.999 = B+ 84.0 to 86.999 = B 80.0 to 83.999 = B-
<u>Average Work:</u> The assignment meets the requirements has <u>minor</u> gaps and/or lacks evidence of in-depth critical thinking and analysis	67.0 to 79.999 = C+ 74.0 to 76.999 = C 70.0 to 73.999 = C-
<u>Poor Work:</u> The assignment has important gaps, both in terms of not meeting the requirements and lacking in-depth critical thinking and analysis.	67.0 to 69.999 = D+ 64.0 to 66.999 = D 60.0 to 63.999 = D- Below 60 = F

² Miller, S. (2000) Thoughts about lessons and grades. Sue Miller's Homepage. Retrieved online August 20, 2010 from <http://academics.hamilton.edu/biology/smiller/lessonsgrades.html>

IX. Course Schedule: This schedule is intended as a guide: the instructor reserves the right to shift sessions and topics based on the learning needs of the class.

(1) September 3		Course Overview and Introductions	
		1) Class introductions 2) Course (syllabus) review; class structure, assignments, readings (prep hours) 3) Communications: Use of Canvas, printed handouts, emails, "office hours" 4) Open frame for questions and discussion.	
(2) September 10		Family Social Work Overview	
	Texts	Becvar & Becvar (2013): Ch 1 [14] Gerhart (2010): Ch 1-2 except Genograms (p. 36-37) and Forms (p. 42-52), 7. [56]	
	Reading	Collins, D., Jordan, C., & Coleman, H. (2007) The field of family social work. In Collins, Jordan, & Coleman's <i>An introduction to family social work, 2nd Ed.</i> Belmont, CA: Brooks/Cole; pp. 1-40. [40]	110
	Supplemental	Walsh, F. (2006) Foundations of a family resilience approach. <i>Strengthening family resilience, 2nd Ed.</i> New York: Guilford Press. Ch 1 [23]	
		→ Group Discussion Activity or Skill-Building Exercise	
(3) September 17		Foundations of Systems Theory & Family Therapy	
	Texts	Becvar & Becvar (2013): Ch 2-3 [65] Gerhart (2010): Ch 8 [11]	
	Readings	Hoffman, L. (2002) The mermaid tavern. <i>Family therapy: An intimate history.</i> (pp. 1-17). New York, NY: W.W.Norton. [27] Schwartz, R.C., & Johnson, S.M. (2000) Does couple and family therapy have emotional intelligence? <i>Family Process: 39:</i> 20-33 [5]	108
		→ Group Discussion Activity, Skill-Building Exercise, or Group Demonstration	
(4) September 24		The Evolution of Family Therapy:	
	Texts	Becvar & Becvar (2013): Ch 4-5 & 15 (pps 297-307) [60] Gerhart (2010): Ch 8 [13]	
	Readings	Almeida, R.V., Dolan-Del Vecchio, K., & Parker, L. (2008) Remembering context: Transforming family therapy. <i>Transformative family therapy: Just families in a just society.</i> (pp. 1-20) New York, NY: Pearson. [19] Janzen, C., Harris, O., et.al.(2006). Framework for evidence-based family treatment. <i>Family treatment: Evidence-based practice with populations at risk.</i> (pp. 3-26). Belmont, CA: Brooks/Cole. [15] Kuhl, B. (1993) Child and family therapy: A collaborative approach. <i>The American Journal of Family Therapy, 21:</i> 3, 260-266. [7]	114
	Recommended	Cory, G., Schneider-Cory, M., & Callahan, P. (2011) Multicultural perspectives and diversity issues. (pp. 114-153) <i>Issues and ethics in the helping professions.</i> Belmont, CA: Brooks/Cole. [39]	
		→ Group Discussion Activity or Skill-Building Exercise	

(5) September 29		<i>Evidence-based Practice in Family Therapy</i>
Text	Gerhart (2010): Ch 7	[13]
Readings	Franklin, C. & Hopson, L., (2007) <i>Facilitating the use of evidence-based practice in community organizations. J. of Social Work Education, 43(3), 377-404</i>	[27]
	Janzen, C., Harris, O., et.al.(2006). Theoretical and treatment approaches to evidence-based family treatment. <i>Family treatment: Evidence-based practice with populations at risk.</i> (pp. 29-59). Belmont, CA: Brooks/Cole.	[30]
	Janzen, C., Harris, O., et.al.(2006). Beginning evidence-based treatment. <i>Family treatment: Evidence-based practice with populations at risk.</i> (pp. 63-87). Belmont, CA: Brooks/Cole.	[24] <u>94</u>
Recommended	Duncan, B. & Reese, R. (2012) Empirically supported treatments, evidence-based treatments, and evidence-based practice. In I. Weiner, G. Stricker, & T. Widiger, T. (Eds.), <i>Handbook of psychology, volume 8: Clinical psychology, 2nd edition.</i> Hoboken, JN.: John Wiley & Sons.	[34]
Supplemental: Text	Becvar & Becvar (2013): Ch. 17	[19]
→ <i>Group Discussion Activity or Skill-Building Exercise</i>		

(6) October 6		<i>Family Models: Experiential & Communications Approaches</i>
Texts	Becvar & Becvar (2013): Ch 8 & 10	[23]
	Gerhart (2010): Ch 11	[28]
Readings	Almeida, R., Dolan-DelVecchio, K., & Parker, L. (2008) Remembering context: Transforming family therapy. <i>Transformative family therapy.</i> (pp. 76-92). New York: Pearson.	[16]
	Fisch, R. (2004). What have you done lately? MRI Brief Therapy. <i>Journal of Systemic Therapies 23 (4), 4-10.</i>	[6] <u>45</u>
Supplemental	Gerstein, J.S. (1994) Theoretical overview. <i>Experiential family counseling: A practitioners guide.</i> (pp. 1-14) Dubuque, IA: Kendall/Hunt Publishing Co.	[13]
→ <i>Group Discussion Activity or Skill-Building Exercise</i>		

(7) October 13		<i>Family Models: Structural Family Therapy</i>
Texts	Becvar & Becvar(2013): Ch 9	[17]
	Gerhart (2010): Ch 10	[14]
Readings	Efron, D. & Bradley, B. (2007) Emotionally focused therapy (EFT) and emotionally focused family therapy (EFFT): A challenge/opportunity for systemic and post systemic therapists. <i>Journal of Systemic Therapies (26)4, 1-4</i>	[4]
	Hammond, R.T., & Nichols, M.P. (2010). How collaborative is structural family therapy? <i>The Family Journal, (18)1, 55-61.</i>	[6]
	Henggeler, S. W. (1999). Multisystemic therapy: An overview of clinical procedures, outcomes, and policy implications. <i>Child Psychology and Psychiatry Review, 4, 2-10.</i>	[8]
	Littell, J.H. (2006) The case for multisystemic therapy: Evidence or orthodoxy? (Letter to the editor) <i>Children and Youth Services Review (28)4 458- 472.</i>	[14]
	Vitere, A. (2001) Structural family therapy. <i>Child Psychology and Psychiatry Review (6)3, pp. 134-139.</i>	[5] <u>68</u>
→ <i>Group Discussion Activity or Skill-Building Exercise</i>		

(8) October 20		Family Models: Strategic Family Therapy	
	Text	Becvar & Becvar (2013): Ch 10 [10] Gerhart (2010): Ch 9 [21]	
	Readings	Forman, D.M. (1990) Ethical use of paradoxical interventions in psychotherapy. <i>Journal of Medical Ethics</i> , (16)4, 200-205. [5] Sells, S.P. (1998). A model for change. (pp. 16-34) In <i>Treating the Tough Adolescent</i> . New York, NY: Guilford Press. [18] Szapocznik, J. & Williams, R.A. (2000). Brief strategic family therapy: Twenty five years of interplay among theory, research and practice in adolescent behavior problems and drug abuse. <i>Clinical Child and Family Psychology Review</i> , (3)2, 117-134. [17]	71
→ Group Discussion Activity or Skill-Building Exercise			
(9) October 27		Family Models: Behavioral & Cognitive-behavioral Family Therapy	
	Texts	Becvar & Becvar (2013): Ch 12 [21] Gerhart (2010): Ch 13 [21]	
	Readings	Chapman, A.L. & Compton, J.S. (2003). From traditional behavioral couple therapy to integrative behavioral couple therapy: New research directions. <i>The Behavior Analyst Today</i> (4)1. [13] Janzen, C., Harris, O., Jordan, C., & Franklin, C. (2006) The Social Learning Approach. (pp. 49-55). <i>Family treatment: Evidence-based practice with populations at risk</i> . Belmont, CA: Brooks/Cole. [6] Franklin, C. & Jordan, C. (1999) Functional family therapy: An example of a specific behavioral family therapy model. (pp.83-103) <i>Family practice: Brief methods for social work</i> . Pacific Grove, CA: Brooks/Cole. [20] Jacobson, N. S., & Christensen, A. (1997). Overview of integrative couple therapy. <i>Integrative couple therapy</i> (pp. 86-102). Norton: New York. [16]	97
	Supplemental	Gottman, J. & Gottman, J. (2008) Gottman method couple therapy. In A. Gurman (ed.) <i>Clinical handbook of couple therapy</i> (4 th ed.) New York: Guilford [24]	
→ Group Discussion Activity or Skill-Building Exercise			
(10) November 3		Family Models: Solution-Focused Brief Therapy	
	Texts	Becvar & Becvar (2013): Ch 13 (pp. 256-267) [11] Gerhart (2010): Ch 14 [17]	
	Readings	Kim, J., Smock, S., Trepper, T, et.al. (2010) Is solution-focused brief therapy evidence-based? <i>Families in Society</i> (91)3, pp 300-306 [6] Lipchik, E. (2002) Family therapy. <i>Beyond technique in solution-focused therapy</i> . (pp. 144-157). New York, NY: Guilford Press. [14] Nowicki, J. & Arbuckle, L. (2009) Social workers as family counselors in a non-profit, community-based agency. In A. R. Roberts, A., (Ed) <i>Social worker desk reference</i> . (pp. 45-53) New York, NY: Oxford U. Press. [8] Trepper, T., McCollum, E., et.al. Solution focused therapy treatment manual for working with individuals: Revised 2013. Research Committee of the Solution-Focused Brief Therapy Assn. Retrieved August, 2015 online from the SFBTA, http://www.sfbta.org/researchDownloads.html [25] Zamarripa, M. (2009) Solution-focused therapy in the south Texas borderlands. <i>Journal of Systemic Therapies</i> (28)4, pp. 1-11. [10]	91
→ Group Discussion Activity or Skill-Building Exercise			

(11) November 10		<i>Family Models: Narrative & Collaborative Therapy</i>	
		<i>Essay Exam Due!</i>	
Texts	Becvar & Becvar (2013): Ch 13 (pp. 268-275) [7] Gerhart (2010): Ch 15 [33]		
Readings	Guanes, C., & Rascera, E.F., (2006) Therapy as social construction: An interview with Sheila McNamee. <i>Revista Interamericana de Psicología / Interamerican Journal of Psychology</i> . (40) 1 pp. 1-10. [9] Freedman, J., & Combs, G (1996). Opening space for new stories. (pp. 42-76). <i>Narrative therapy: The social construction of preferred realities</i> New York, NY: Norton. [34] Freedman, J., & Combs, G (1996). Story development. (pp. 77-112). <i>Narrative therapy: The social construction of preferred realities</i> . New York: Norton. [35]		
Recommended	Freedman, J., & Combs, G (1996). Questions. (pp. 113-143). <i>Narrative therapy: The social construction of preferred realities</i> . New York, NY: Norton. [30]		
Supplemental	Monk, G. (1997). How narrative therapy works. In G. Monk, J. Winslade, K. Crocket, & D. Epston (Eds.), <i>Narrative therapy in practice: The archeology of hope</i> . San Francisco: Josey-Bass. [25]		
		➔ <i>Group Discussion Activity or Skill-Building Exercise</i>	
(12) November 17		<i>Practices Supplementing Family Therapy; Open Frame Discussion; and Practice on Strategies</i>	
Readings	Burke, B., Vassilev, A., & Zweben, A. (2002) Motivational interviewing with couples. (pp. 347-36). In W. Miller & S. Rollnick (Eds) <i>Motivational interviewing: Preparing people for change</i> , (2 nd ed.). New York, NY: Guilford Press. [14] Janzen, C., Harris, O., Jordan, C., & Franklin, C. (2006) Evidence-based Treatment of Families with Aging Members. (pp. 115-140) <i>Family treatment: Evidence-based practice with populations at risk</i> . Belmont, CA: Brooks/Cole [25]		
Supplemental	➔ Note: I may add a few optional readings here. ➔ <i>Group Discussion Activity and Skill-Building Exercise</i>		
(13) November 24		<i>Cookbook presentation</i>	
		➔ <i>Share and Discuss Completed Cookbooks</i>	
(13) December 1		<i>Last Class ~ Evaluations</i>	
		➔ <i>Class Reflections</i>	
		Evaluations	