

**THE UNIVERSITY OF TEXAS
STEVE HICKS SCHOOL OF SOCIAL WORK**

Course Number: SW 393R3
Unique Number: 61585
Semester: Fall 2018
Meeting Time: Mon. 5:30 – 8:30pm
Meeting Place: SHSSW 2.122

Instructor: Rachel Union, LCSW
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Office Hours: Mondays, 4:00p; Thurs. 1:30p; or by appointment; Canvas Conference Office Hours available by appointment.

Theories and Methods of Family Intervention

I. COURSE DESCRIPTION

This course is designed to provide students with a comprehensive understanding of models and methods of family interventions. The content will include methods for assessment of families and an overview of several different models of family interventions 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. 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.
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.
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.
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.
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.
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.
7. Implement and evaluate the effectiveness of family interventions.

III. TEACHING METHODS

Class format is both didactic and interactive. 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. The combination of these approaches will provide opportunity for theory and skill development in family practice.

IV. REQUIRED TEXTS

Napier, Augustus and Whitaker, Carl (1978), *The Family Crucible*. New York, NY: Harper Collins.

Additional readings will be assigned throughout the semester and will be available on CANVAS.

V. COURSE REQUIREMENTS

1. CLASS ATTENDANCE AND PARTICIPATION: 20 pts

Regular attendance and participation in class activities and discussion is important for your learning and that of your classmates. If you have any circumstances that prevent attendance or participation, please inform the instructor as soon as possible. You are allowed one (1) unexcused absence without penalty. Each additional unexcused absence will incur a **two-point** grade penalty. Participation will be evaluated on both the quantity and quality of your contribution. If you have concerns about your participation grade, please make an appointment to speak with the instructor. (See Section **VII: Class Policies** for more information about attendance).

There will be impromptu role plays in which each class member is expected to participate. These are to help students feel comfortable being the social worker and to offer opportunity to provide feedback to your classmates while learning about your own desired practice as well.

2. COURSE ASSIGNMENTS

There will be 3 major assignments this semester and 1 minor essay which will be a combination of individual and group work. Using (citing) references and a bibliography are expected in each major assignment. **Each assignment should be submitted via Canvas when applicable.**

All papers and Power Point presentations are expected to be submitted via CANVAS. Papers must be submitted as a Word document. Papers submitted pdf or in any format other than Word will not be accepted and will receive a grading penalty if turned in late due to this reason.

I. ESSAY ON TEXT: *The Family Crucible*. (10 pts) Due Oct. 1; One (1) page; double spaced; 12 pt font; 1" margins. Essay prompts will be provided on Canvas.

II. FAMILY OF ORIGIN/GENOGRAM PROJECT (25 pts): DUE: October 15 (beginning of class; must be turned in via CANVAS in Word format) **Rough draft will be due in class, Oct. 1.**

- a) Each student will choose a nodal point in his/her family of origin and construct a three-generational genogram that depicts the family relationships at that point. The genogram should reflect in its

notation the issues or dominant pattern(s) which are to be addressed in the paper (including patterns of behavior, family secrets, physical or mental illnesses, issues related to race, religion, ethnicity, environmental factors etc.) Please reference resources used to build your genogram. The genogram needs to be constructed electronically (there are several free programs on-line) and printed out for the larger paper. You do not have to be the nodal point of your genogram.

b) Write a paper, 5 pages in length, regarding your genogram (narrative form of the genogram). If you were to pick a nodal point in the family life cycle for therapeutic intervention, which point would it be and why? Discuss family interactions (communication patterns), hierarchy, roles, power and control, emotional triangulations, multigenerational transmission process, and family strengths. What transgenerational patterns emerge/disappear on your genogram and why do you think that might be? What environmental factors do you believe impacted your family throughout the generations? Also address the effects of sibling position, family projection process, nuclear family emotional process and differentiation of self of each family member. Did you learn anything new about your family? Are there parts of your family's legacy that are missing or kept secret? Be sure to include your genogram with your paper.

Attempt to engage other members of your family or family friends in this process as they may have information about family members and traditions/histories of which you are vaguely aware. Please include information about any family members or friends who participated in this project.

III. PRACTICE TECHNIQUES PROJECT (25pts) Due Nov 5 (five additional points for students presenting on this date) **and Nov. 12**

Students will develop a comprehensive manual of **practice techniques** from one of the clinical frameworks discussed in class:

Narrative, Structural, Solution-Focused, Systems, Cognitive Behavioral, ABFT, or Mindfulness

Students must work in a team for this project. Each approach may only be presented by one team. These manuals are to be presented to the class in electronic format (ie: Power Point presentation or other) as we will be exchanging them in PDF format so that each class member can benefit from the others' work. These manuals should read like an annotated bibliography on the included practice techniques and are expected to be comprehensive (at least 7-10 slides). Your team is expected to add its relevant information to the Class Theories & Interventions Chart. (on CANVAS)

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 recipe). Each completed practice "recipe" must include discussion about the theory, 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, the group's evaluation of using this practice model, a bibliography that the group used for its work as well as a list of recommended readings.

As the group progresses in developing their demonstration, members will be asked to show progression on work in class. (See class schedule listed below).

Presentations are expected to be thorough and an hour long (can include role plays; class practice; etc). It is requested that the class not interrupt the presentations with questions. Q & A will take place after each presentation.

Each group will fill out peer evaluations to turn in at the end of their evaluation. These evaluations and the quality of work turned in will reflect each student's grade (which may or may not be the same as the others). If your group is struggling, you may contact me for a group intervention (similar to a family intervention).

The instructor will be providing a couple of examples of such projects both in class and on CANVAS. Practice methods presented by each group must be different than those examples provided by the instructor.

IV. INTERVENTION/EVALUATION PROJECT (20pts) Due: Dec. 3

Group or individual assignment: Watch one of the movies listed below and complete the following: Choose a theory and practice model for an assessment, intervention, and evaluation with the family. Turn in a paper between 8-10 pages in length discussing the basic premise of the movie; a genogram of the family (similar to the one you turned in for yourself); a narrative of the genogram which leads to a discussion of which point in the family life cycle the movie takes place; which theoretical framework and practice model would you choose for intervening with this family and why; what would your intervention be? how would you evaluate the effectiveness of your intervention with the family? As demonstrated in our text:

Quinceanera
Jumping the Broom
Billy Elliot
Terms of Endearment
Ordinary People

Please include a case conceptualization, clinical family assessment, and a treatment plan. Each group should be prepared to give a short power point presentation on the last day of class discussing the movie and intervention used. Papers must be in Word format, 12pt font, 1" margins. Both papers and Power Point presentations must be turned in via CANVAS and are due at the beginning of class on the due date.

VI. GRADES

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

Grading of all written assignments will take into account the quality of the writing (grammar and sentence structure) as well as the content. *The Publication Manual of the American Psychological Association – Sixth Edition* format should be used. Assignments should be carefully proofread and errors corrected (e.g., punctuation, typos, spelling) or points will be lost. Graded papers will not be available until one (1) week after papers are due.

VII. CLASSROOM POLICIES

1. Students are expected to attend class sessions promptly and regularly, and participate in an interactive framework between collegiate students and professor both in the classroom and in CANVAS discussions.

2. Please turn off cell phone ringers and refrain from text messaging and other non-class activities during the class period. Laptop computers are also not allowed unless discussed with instructor first for the purposes of taking notes or required for specific learning needs. Checking email and working on outside class assignments is frowned upon and will be reflected in your final grade.

The instructor is often aware of students who are not paying attention or are involved in something other than what is happening in class. The instructor will note this behavior but will not necessarily bring this to your attention as to not embarrass you in class. To avoid misunderstandings and confusion regarding your electronic usage, it is best to wait until the instructor has requested that you use electronics or discuss your needs with your instructor prior to the start of class. Many students rent on-line textbooks or need electronics for learning needs. You are expected to notify the instructor during the first week of class of any learning needs you might have which must be documented through the Office of Student Services.

3. Students are expected to complete the readings prior to class, and should be well prepared to participate in discussions and experiential learning assignments. Reading assignments will not be reviewed in totality in class but might be discussed.

4. Failure to regularly attend class and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade. The instructor is unable to determine your understanding of the assigned material or learning objectives if you do not participate in class discussions and group work.

5. Students will be allowed 1 absence. Informing the professor of upcoming absences is expected, but does not constitute an ‘excused absence.’ All absences will count towards the one that is allowed across the semester. If you have a trip planned or other plans that might interfere with class attendance, please arrange your schedule in a manner which takes into account traffic patterns, flight cancelations, work hours, family needs, etc.

6. In cases where a student missed more than the allowed absence, the professor reserves the right to lower that student’s final grade. In extenuating circumstances of absence, students are to notify the

professor as soon as possible and provide documentation of reason for absence (eg: doctor's note; bill from a towing company; or similar). Students are responsible for any material missed due to absences.

7. Late assignments WILL NOT be accepted without a 5 point **per day** penalty. Students are expected to turn in all required assignments on the due date listed in the syllabus unless other arrangements have been made with the instructor. Assignments turned in after class starts will be considered late. Students are expected to work on assignments throughout the semester and not wait until the last minute to complete them. In dire emergencies, such as acute hospitalization, the instructor will require both written notice and any notes/rough draft materials the student has completed prior to the due date to determine point deduction. Lacking enough evidence of prior work and documentation of emergency will result in 7 points being deducted for each day a student's assignment is late.

8. If quizzes will be administered throughout the semester, they will be unannounced prior to class and will not be made up in cases of absences. Quizzes are typically used when students routinely demonstrate having not completed assignments, such as reading, prior to class.

9. Students are expected to both learn and demonstrate knowledge of intervention theories and skills specific to work with families. This may entail a search of the literature in a defined area in order to develop specialized knowledge regarding treatment of a specific problem area and/or for a specific population. In addition, students will demonstrate their level of applied knowledge of interventions and skills in projects.

10. The instructor is willing to work with any student concerned about his/her grade in effort to help improve his/her course grade prior to the end of the semester. In cases such as this, "prior to the end of the semester" means at least 3 weeks prior to the end. Beyond this time, the instructor will not meet with students for these purposes. Please make an appointment to meet with the instructor or email questions at any time greater than 3 weeks prior to the end of the semester.

FINAL GRADES ASSIGNED IN THE COURSE ARE NOT NEGOTIABLE.

11. The instructor and students have the ethical responsibility to their colleagues to see that the class environment is maintained as a respectful and confidential setting.

12. **Eating in class is now allowed** as it is unprofessional and distracting to the person eating, those around him/her, and the instructor. Since this is a long class and during meal time, please eat prior to class, during the break (15 minutes) or after class.

VIII. 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](tel:512-471-3515) or online at

New link: <https://cmhc.utexas.edu/>

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,

New link: <http://diversity.utexas.edu/disability/>

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. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CAMPUS CARRY POLICY. The University's policy on concealed firearms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

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](tel:512-232-5050) or visit <http://www.utexas.edu/safety/bcal>.

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

- Familiarize yourself with all exit doors 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.

IX. COURSE SCHEDULE

This schedule is intended only as a guide. Students should complete the readings as they are outlined, in order to space them evenly throughout the semester. The student is responsible for all readings whether or not the material is covered in lectures.

Date	Topic	Assignment Due	Readings
Sept. 10	Syllabus: review syllabus Classroom exercises		Text: <i>The Family Crucible</i> (TFC)
Sept 17	Family Lifecycle; Genogram; Culturogram	TFC Essay (on Canvas). Must be	Article: McGoldrick, Monica, <i>Using Genograms to Map Family Patterns</i> , Corcoran,

	<p>Practice Method Example</p> <p>Reframing/Empathic Statements</p> <p>Discuss TFC</p>	submitted via Canvas in a Word document.	<p>Kevin; Roberts, Albert R., March 14, 2015, <i>Social Workers Desk Reference</i>, Oxford University Press, Oxford. pp. 413-426. (on CANVAS)</p> <p>Solution-Focused Brief Therapy</p>
Sept 24	<p>Anita Guajardo, LCSW Lifeworks/Solution-Focused Brief Therapy</p> <p>SFBT Practice Technique</p> <p>Group Work/Genogram Q&A</p>		
Oct. 1	<p>Family Systems Therapy Practice Technique Example</p> <p>Group Work</p>	Rough Draft of Family Genogram review in class	<p>Hardy, K. V., & Laszloffy, T. A. (1995). <i>The cultural genogram: Key to training culturally competent family therapists</i>. Journal of Marital and Family Therapy, 21(3), 227-237. (on CANVAS)</p>
Oct. 8	<p>Narrative Family Therapy Group Work</p>		
Oct. 15	<p>Structural Family Therapy (Systemic/Strategic Family Therapy)</p> <p>Group Work</p>	Family Genogram Due in CANVAS (paper due in Word format; Genogram can be in any format)	
Oct. 22	<p>Speaker: Dr. Samantha Miller, PhD, Dell Medical School (PCIT)</p> <p>Group Work</p>		

Oct. 29	Cognitive Behavioral/ Mindfulness Group Work		
Nov. 5	Group Presentation: Practice Techniques (Group members get +5 points for early presentations)	Power Point Presentations	
Nov. 12	Group Presentations: Practice Techniques	Power Point Presentations	The Social Work Podcast # 96: <u>Attachment-Based Family Therapy (ABFT) for Depressed and Suicidal Youth: Interview with Guy Diamond, Ph.D., and Suzanne Levy, Ph.D.</u>
Nov. 19	Attachment-Based Family Therapy Family Assessments Role Play Group Work		Reading assignments/Assessment and Treatment Planning examples available on CANVAS.
Nov. 26	Treatment Planning/Role Play Group Work		Berg-Cross, Linda et al (1990), <i>Cinema Therapy: Theory and Application</i> , Psychotherapy in Private Practice, vol. 8 (1), pp. 135-156
Dec. 3	Divorce, Jurisprudence, Documentation, Court Appearances	Movie Intervention/Evaluation papers due (via CANVAS)	American Prosecutors' Research Institute (2006), <u>Tips for Court</u> , Update Newsletter, Vol. 19, #485 (found in CANVAS)

Dec. 10	Final Class. Intervention/Evaluation Presentations		
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X: BIBLIOGRAPHY

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