

**LOYOLA UNIVERSITY CHICAGO**

**SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**SOWK 612**

**Family Assessment and Intervention**

**[Add Semester and Year]**

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**Instructor Name, Title, and Pronouns:**

**Email:**

**Telephone:**

**Office Hours:** [Add days, times, in-person/virtual]

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**Class Day and Time:**

**Class Location:** [Add building and room number or note online via zoom]

**Credits/Length of Course:**

**Method of Delivery:** [Note: In-person/hybrid/online]

**Prerequisites:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SCHOOL OF SOCIAL WORK MISSION & IDENTITY STATEMENT**

Loyola University Chicago School of Social Work provides transformative education for practice-informed social work. The school advances rich and diverse knowledge grounded in empowering work with clients and organizations from a participatory, person-in-environment perspective. We promote social justice through macro, mezzo, and micro practice. “Transformative education” reflects our commitment to engaging students to be effective change agents for social justice in a global context. “Practice-informed social work” refers to a strengths-based, client-centered focus in working with individuals, families, groups, communities, and environmental systems.

**Course Description**

The course examines different theoretical approaches to assessment and intervention with the family system. The focus will be on interpersonal interaction patterns and on systems rather than on individual feelings and behaviors, although those aspects of working with family members are not excluded.

Different models of family therapy will be described, applied to case problems, compared with other models and/or theories, and evaluated for their effectiveness. The integration of the various theories and models as they apply to specific, complex family system problems will be explored and discussed. Theoretical constructs, strategies for change, and the application of social work assessment and intervention with families will be examined for each approach.

Students will learn to assess the influence of the clinicians’ and of the clients’ culture (which includes, race/color, ethnicity, social class, age, religion sexual orientation, and gender, as well as the impact on global social work, etc.) on family therapy. In addition, the implications for working with families at risk, a trauma in families, and non-traditional family structures will be discussed in this course. Special issues impacting family processes when assessing and treating families (i.e., intrafamilial violence, substance abuse, mental illness, divorce/separation, mental and physical disability, etc.) will also be explored.

This course will provide students specializing in either children and families or health and mental health with a broader and more in-depth understanding of family interaction patterns, communication styles, and multigenerational messages as well as skills related to assessing and intervening with families. Acquiring such knowledge and skill will enable students to develop a more integrated approach to working with families across many different levels of functioning, in diverse contexts, and for different problem areas.

**Learning Objectives & EPAS Related Competencies\***

\*Framed by the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS)

**Competency 1: Demonstrate Ethical and Professional Behavior**

| **Assignment** | Module 3  | Dimensions (K, V, S, C/A)  |
| --- | --- | --- |

**Competency 2: Engage in Diversity and Difference in Practice**

| **Assignment** | Module 2, 3  | Dimensions (K, V, S, C/A)  |
| --- | --- | --- |

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

| **Assignment** | Module 4, 5 | Dimensions (K, V, S, C/A)  |
| --- | --- | --- |

**Competency 4: Engage in Practice-Informed Research and Research-informed practice:**

| **Assignment** | Family assessment Family role-plays, Genogram  | Dimensions (K, V, S, C/A)  |
| --- | --- | --- |

**Competency 5: Engage in Policy Practice**

| **Assignment** | Module 1  | Dimensions (K, V, S, C/A)  |
| --- | --- | --- |

**Competency 6: Engage with Individuals, Families, and Communities**

| **Assignment** | Family assessment  | Dimensions (K, V, S, C/A)  |
| --- | --- | --- |

**Competency 7: Assess Individuals, Families, and Communities**

| **Assignment** | Family assessment assignment | Dimensions (K, V, S, C/A)  |
| --- | --- | --- |

**Competency 8: Intervene with Individuals, Families, and Communities**

| **Assignment** | Genogram, Family assessment assignments  | Dimensions (K, V, S, C/A)  |
| --- | --- | --- |

**Competency 9: Evaluate Practice with Individuals, Families, and Communities**

| **Assignment** | Family therapy role-plays | Dimensions (K, V, S, C/A)  |
| --- | --- | --- |

**Methods of Instruction**

**Sakai**

This course will be conducted [in person/online (synchronous or asynchronous)/hybrid] with content available via Sakai. Sakai is the learning platform used at Loyola University Chicago. The platform offers a variety of tools that allow students and instructors to communicate, turn in assignments, participate in discussions, provide/receive feedback, and track students’ grades and progress. Make sure to do the following before the first day of the semester:

* Verify that your credentials to access the course are working properly
* Locate and access the course within Sakai
* Familiarize yourself with the Sakai tools

**Minimum Technical Requirements**

The course is delivered [in person/online/hybrid]. Students are expected to have basic knowledge and command of a computer/tablet and be familiar with the following software and tools:

* Web browsers such as Firefox. Tools such as VoiceThread work better with Firefox
* Reliable high-speed internet access
* Access to an active e-mail account. Be sure to check your Loyola University e-mail regularly, including the Spam folder.
* Word processing program (Microsoft Word recommended)
* Antivirus software
* Adobe Acrobat
* Access to a Windows, Chromebook, or Mac computer to complete assignments in the event your mobile device does not meet the minimum technical requirements

**POLICIES & RESOURCES**

**LUC SSW BSW/MSW Student Handbooks**

Please familiarize yourself with all content in the [LUC SSW BSW & MSW Student Handbook](https://www.luc.edu/socialwork/student-support/forms/)s. Additional key information is noted below.

**Students with Special Needs – Student Accessibility Center**

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professors individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, the software may be used to audio record class lectures in order to provide equal access to students with disabilities.  Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity.  Recordings are deleted at the end of the semester.  For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

**Respect for Diversity**

Guided by the NASW Code of Ethics and the mission of the University, the School of Social Work is committed to the recognition and respect for variations in racial, ethnic, and cultural backgrounds and with regard to class, gender, age, physical and mental ability/disability, religion, sexual orientation, gender identity, and gender expression. The school values ethnically sensitive and culturally competent social work education and practice. Students must uphold the ethical standards set forth by the profession and the Jesuit ideals of the university. (See: [Respect for Diversity](https://www.luc.edu/socialwork/aboutus/) for more information).

**Gender Pronouns and Name on Roster**

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language exclude the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Explicit identification of pronouns is increasingly used in professional identification (e.g., conference nametags, Twitter handles, etc.).

As part of our professionalization and in the spirit of our professional values, during our first class as we introduce ourselves, you may choose to share your name and gender pronouns (e.g., Hello, my name is Sam and my gender pronouns are she/her/hers or Hello, my name is Lou, and my gender pronouns are they/them/theirs). If you would only like to introduce yourself by name, without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, please inform the class. You may also choose to add your pronouns to your zoom account profile (e.g., Sam Smith (they/them) so they always appear on the screen. Note that if you choose to do so, you must change your profile name from the main login on your Zoom account (e.g., add the pronouns after your last name) or you will have to add the pronouns manually during each and every zoom session. The goal is to create an affirming environment for all students with regard to their names and gender pronouns.

**Brave and Safe Space**

A safe space is ideally one where the expression of identity and experience can exist and be affirmed without fear of repercussion and without the pressure to educate. While learning may occur in these spaces, the ultimate goal is to provide support. A brave space encourages dialogue. Recognizing differences and holding each person accountable to do the work of sharing experiences and coming to new understandings - a feat that’s often hard, and typically uncomfortable.

The School of Social Work values creating a brave and safe space within classrooms for all students. Our instructors welcome all course-related comments and concerns from students. If you have a concern about whether your classroom is a supportive, brave, and safe space, or any other concerns, you are welcome to speak with your instructor or any other faculty or staff member that you trust. That person will help you talk through a pathway to address your concerns and bring them to the Associate Dean with you or on your behalf if you so desire. You should be reassured that expressing your concerns will not result in any penalty to you.

**Title IX Disclosure and Rights**

Under Title IX federal law, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972). It is important for you to know the professor has a mandatory obligation to notify designated University personnel of incidents of gender-based misconduct (sexual assault, dating/domestic violence, stalking, sexual harassment, etc.) that are shared in private or during class discussions. The reason for this is to keep all members of the Loyola community safe, also to ensure you are connected to the resources and reporting options available. Hypothetical scenarios that are discussed do not require any action. Please visit the [Title IX at Loyola University Chicago Page](https://www.luc.edu/equity/titleixequitylaws/titleix/) for more information regarding the University’s response to notifications of gender-based misconduct. The following link contains information if you wish to [speak or contact a confidential resource on campus](https://www.luc.edu/equity/about/contacttheoecteam/).

**Student Code of Conduct**

Respecting the rights and opinions of others is an important aspect of a Jesuit education. Please respect others by allowing others to express their opinion, avoiding the use of vulgar language and/or offensive or discriminatory comments (racial, ethnic, etc.). It’s the student’s responsibility to read and adhere to the[Loyola University Code of Conduct](https://www.luc.edu/media/lucedu/law/fyi/pdfs/Code_of_Conduct.pdf).

**Privacy Policy – FERPA**

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of students and educational records. To learn more about students’ privacy rights visit the [FERPA Actat Loyola University](https://www.luc.edu/regrec/aboutus/ferpa/) website or the [U.S Dept. of Education website](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Loyola University, e-mail, and Learning Management System meet FERPA requirements.

**Third-Party and FERPA**

Some assignments may require the use of public online websites, applications, social media, and/or blogs among others. If a course requires students to participate in these types of activities the students can choose not to participate. In this case, the students should contact the instructor as soon as possible and let them know of their decision. Please avoid sharing the private information of others.

**Resources for Writing**

The Writing Center, Loyola University Chicago, is available to help writers develop and clarify ideas and work on specific issues such as punctuation, grammar, documentation, and sentence structure. Students are encouraged to visit the [Writing Center Website](https://www.luc.edu/writing/index.shtml) for additional information. Services are available at both WTC & LSC. Resources for APA may be found here: <http://owl.english.purdue.edu/owl/resource/560/01/>

**Help with Technology – Help Desk**

The ITS Service Desk provides the University with a single point of access for support with technology. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITS Service Desk ITSServiceDesk@luc.edu. Help Desk [Support Hours](https://www.luc.edu/its/service/support_hours.shtml).

**Important Contact Information**

IT Help Desk: 773-508-4487, [IT Help Desk Website](http://www.luc.edu/its/service/)

Wellness Center: 773- 494-3810,  [Wellness Center Website](https://www.luc.edu/wellness/)
Writing Center: 312-915-6089, [Writing Center Website](https://www.luc.edu/writing/index.shtml)
Tutoring – Academic Excellence: 773-508-7708, [Tutoring Website](https://www.luc.edu/tutoring/index.shtml)
Ethics Hotline: 1-855-603-6988, [Ethics Hotline Website](https://www.luc.edu/hr/ethics/)
Military Veteran Student Services: 773-508-7765, [Veteran Student Services Website](https://www.luc.edu/veterans/)
Library: 312-915-6622, [Library Website](http://libraries.luc.edu/)

Students Accessibility Center: 773-508-3700, [Students Accessibility Center Website](https://www.luc.edu/sac/)

**ACADEMIC INTEGRITY, GRADING & ASSIGNMENTS**

**Academic Integrity and Plagiarism**

Academic integrity is essential to a student’s professional development, their ability to serve others, and to the university’s mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago, which is characterized by any action whereby a student misrepresents the ownership of academic work submitted in their name. Students who plagiarize risk receiving a failing grade at the instructor’s discretion. All students who plagiarize will be referred to the Committee of Student Affairs (CSA) for judicial review. Knowledge of what plagiarism is will help you from inadvertently committing it in your papers. Additional [information on plagiarism](https://www.plagiarism.org/).

Plagiarism is a serious ethical violation, the consequences of which can be a failure of a specific class and/or expulsion from the school**.** Responsibilities of Academic Honesty are detailed in [the LUC BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/). Please read the Graduate Catalog stating the university policy on plagiarism. The definition of plagiarism is: “In an instructional setting, plagiarism occurs when a writer deliberately (or unintentionally) uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source." Source: WPA (n.d.). Defining and Avoiding Plagiarism: The [WPA Statement on Best Practices](http://wpacouncil.org/files/wpa-plagiarism-statement.pdf).

This commitment ensures that a student in the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby, affirming personal and professional honor and integrity. Students may not use the same assignment content to fulfill different course requirements. If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Wayne Williams, Semester: Spring 2020)

**Turn-It-In**

By taking this course you agree that all required papers may be subject to submission review to Turnitin.com (within Sakai or otherwise) to detect plagiarism. Any and all written material submitted as course work may be subject to detection of plagiarism using the Turn-it-in database. To learn about their usage policy, visit the [Turn-It-In](https://www.turnitin.com/) website.

**Academic Warnings**

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. In the event that a student is experiencing academic difficulty, the student will be notified by the instructor in writing (via e-mail) no later than the deadline for early alert according to the LUC Academic calendar at mid-term. See the [LUC SSW BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/) for additional information regarding academic concerns.

**Grading Criteria**

Grades are based upon criterion-referenced grading.  The Description of Assignments section of this document reviews the specific points for each assignment.  In general, letter grades are assigned using the criteria below:

| **Letter Grade** | **Description** | **Grades and Values** |
| --- | --- | --- |
| **A** | Overall performance is**Exceptional –**includes grammar, sentence structure, application of course content, use of references/resources, etc. | A  4.00 /96-100%A- 3.67 /92-95% |
| **B** | Overall performance is **Good –** written work not as polished as above, ideas not as fully developed, but still includes important course content, references, etc. | B+ 3.33/88-91%B   3.00/84-87%B- 2.67/80-83% |
| **C** | Overall performance is **Acceptable** - work meets basic expectations set by Instructor. A grade of C- requires that social work majors (BSW/MSW) retake the course. | C+ 2.33/76-79%C    2.0 /72-75%C-  1.67/68-71% |
| **D** | Overall performance is **Poor - student** must retake course. | D+ 1.33/64-67%D   1.00/60-63% |
| **F** | Overall performance is **Unsatisfactory** - student fails course. Effects of a final grade of F may vary by academic program. See Student Handbook. | F  0/Below 60% |
| **I** | At the discretion of the section Instructor, a temporary grade of **Incomplete** may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be approved and on file with the BSW or MSW Program Director when grades are submitted. **Requirements for submission of Final grade differ by degree. See Student Handbook.** |

### **Grading Scale**

|  |  |
| --- | --- |
| **Grade**  | **Percentage (%)**  |
| **A**  | 96 – 100  |
| **A-**  | 92 – 95  |
| **B +**  | 88 – 91  |
| **B**  | 84 – 87  |
| **B-**  | 80 – 83  |
| **C+**  | 76 – 79  |
| **C**  | 72 – 75  |
| **C-**  | 68 – 71  |
| **D+**  | 64 – 67  |
| **D**  | 60 – 63  |
| **F**  | Below 60  |

**Grade of “Incomplete”**

The temporary grade of “Incomplete” will be considered for those students who, for reasons beyond their control, have not been able to complete the requirements and tasks of the course on time, within the time stipulated in the academic calendar. It is the student's responsibility to request an “Incomplete” grade. This request must be approved and signed by the instructor and the student with final approval of the program director. If the student fails to complete the request or receive appropriate approval, the final grade will be F.

**Use of Rubrics as an Evaluation Tool**

Rubrics will be used as assessment tools for course activities and assignments. All tasks and assignments will be evaluated following the criteria outlined in the specific rubric. The grade of each activity will be based on the combination of points assigned to each evaluation criteria listed in the rubric for that assignment. Unless an obvious error can be established and documented in the rubric, the points and/or grade awarded by the instructor will be considered final for that activity or assignment.

**Facilitator Feedback to Learners**

The instructor will provide individual feedback to each student for each assignment submitted. These comments will be offered to complement the grade obtained and will include comments about student progress, knowledge, skills, and participation. Instructors will post constructive feedback no later than 7 days after assignment submission.

**DESCRIPTION OF ASSIGNMENTS**

**Family Assessment** (30 points)

Pick a family, or you may use your own, from your internship work, volunteer work, books, movies, tv shows, etc. Complete a detailed assessment of this family. Provide a brief overview summary of the main family members (roles they are assigned or play in the family structure, communication skills etc.) Complete a genogram and provide informational notes for each relevant person. Identify how the family illustrates some of the family systems concepts (homeostasis, boundaries, rules, etc.) Identify what you would see as the main issue(s) the family is contending with. Pick a model/theory of family therapy that you think might be useful to the family to help resolve or help with these issue(s) Using some of the interventions from the model, describe how they would be implemented and how you would work with the family to try and help them with the issue(s) you have identified. Conclude by talking about some of the strengths and weaknesses of the model and its help with the family

You have the option to write about more than one model of family therapy if they think specific interventions from different theories/models would be the most relevant and applicable for the family system

* The functioning of the family must be clearly identified, with examples of your assessment. This should include but not be limited to intersectionality, diversity, and family roles.
* Issues related to the family disaccord must be thoroughly described and include but not be limited to communication styles, behavior issues, diversity/race issues, boundaries, etc.
* Model(s) and/or theories of family therapy are clearly identified, described, and comprehensively presented. It should be clear that the student has a working knowledge of the model.
* Concepts from the model(s) and/or theories are accurately and thoroughly described and identified with the correct theory and/or model.
* The concepts are applied appropriately and thoughtfully.
* The interventions flow from the model and/or theory and are relevant to the family system.
* The limitations and strengths of each model and/or theory should be discussed in relation to the family system, e.g., race, class, culture, ethnicity, gender, power, age, disability, spirituality, etc.
* The evaluation of practice should be thoughtful, relevant to the family system, and appropriate for the problems.
* Take into consideration social justice opportunities that you may see upon your assessment and describe a plan for change if needed and how you could be an advocate for this family.
* The paper must include readings from course texts and from articles but also may include other literature, as relevant for the case.

**Family Theory Role Play** (45 points)

Beginning with week 5, we will do role-plays during each class. Each group will be assigned a particular family theory. The group will create a family session and demonstrate the theory techniques and ideas related to that theory. The schedule will be determined by the theory discussion schedule presented on the syllabus. Role-play demonstrations will be the week after the theory is discussed in class. For example, if solution-focused is discussed on the 1st, then the role-play for that theory will be on the 7th. Once the theory is discussed in class, each group will have a 15–20-minute consultation with the professor after class to answer any unclear questions or discuss presentation ideas.

Family session presentation should include the assumptions, concepts, goals, role of the therapist, interventions, and the evaluation of change. Upon completion of the presentation, a time for questioning and answering will take place.

**Family Genogram** (15 Points)

Students are to complete a genogram regarding their own families. They are to include details of the relationship back to three generations. (Self and siblings, parents, and grandparents) Students can include another generation if there is important information.
They are to graph their relationships with each member, boundary styles, communication styles, behaviors, and all important information that genograms provide.

Students are to write one to two paragraphs summarizing each member of their family. This summary should include any important information that might be a part of family therapy. Also, Students are to include a 2–3-page paper of their experience with the process of completing this project. This summary should include how they felt completing the genogram, feelings that were brought up and how they dealt with them, and how they feel this type of assessment is helpful in family practice. Also, the conclusion of your paper is to include how the genogram might be helpful in family therapy.

There is an awareness of triggers that might occur when completing this assignment. There are alternative assignments requirements allowed. However, these alternatives need approval from the instructor, and it will be the student’s responsibility to communicate with the instructor the need to evoke the alternative assignment.

**Class Participation** (10 points)

Class attendance and participation are expected. Students also are expected to be current in readings and to constructively participate in class discussions. The final grade for the course will be influenced by class participation. Attendance and participation will be critically evaluated when there are student presentations. Also, participation will be evaluated by the instructor as related to in-class activities, forum postings, small group discussions, questions presented in class, and another way in which they see fit.

**Rubric for Grading Assignments**

[List rubric for graded assignments here]

**REQUIRED TEXT(S)**

* Nichols, M. P. & Davis, S. D. (2020). *Family Therapy: Concepts and Methods* (12th Ed.). Pearson Boston Mass.

**RECOMMENDED TEXT(S)**

(On Reserve at Lewis Library)

* Rasheed, J., Rasheed, M. N., & Marley, J. (2011). *Family Therapy: Models and Techniques*. Thousand Oaks, CA: Sage.
* Boyd-Franklin, N. (2003). *Black Families in Therapy: Understanding the African-American Experience (2nd Ed.).* New York, NY: Guilford Press.
* Boyd-Franklin, N., & Bry, B. H. (2000)*. Reaching Out in Family Therapy*. New York, NY: Guilford Press.
* Congress, E.P. (Ed.). (2005). *Multicultural perspectives in working with families* (2nd Ed.). New York, NY: Springer.
* Falicov, C. J. (1998). *Latino Families in Therapy*: *A guide to multicultural practice.* New York, NY: Guilford Press.
* Ho., M. N., Rasheed, J.M., & Rasheed, M. N. (2004). *Family Therapy with Ethnic Minorities*. 2nd Ed. Thousand Oaks, CA: Sage Publications, Inc.
* Rasheed, J., Rasheed, M. N., & Marley, J. (2010). *Reading in* *Family Therapy:* Thousand Oaks, CA: Sage.
* Silverstein, L.B. & Goodrich, J.G. (2003). *Feminist Family Therapy: Empowerment in Social Context.* Washington, D.C.: American Psychological Association

**COURSE SCHEDULE**

**Module 1**

**Introductions, Syllabus Review, Defining Family, and Professional Identity**

This module includes class expectations, syllabus review and assignment details. Also, students will create their own definition of family. The profession identity of social work in family practice is explored

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Become familiar with class expectations and assignment requirements
2. Create a definition of family in small groups
3. Identify the role of social work and work with families and related policies

**Required Resources**

* Nichols/Davis: Part 1 Section 1
* <https://www.youtube.com/watch?v=nRTYg5n5Bq0>
* Jordan, & Seponski, D. M. (2018). “Being a Therapist Doesn’t Exclude You from Real Life”: Family Therapists’ Beliefs and Barriers to Political Action. *Journal of Marital and Family Therapy*, *44*(1), 19–31. <https://doi.org/10.1111/jmft.12244>
* Berger, L. M., & Carlson, M. J. (2020). Family Policy and Complex Contemporary Families: A Decade in Review and Implications for the Next Decade of Research and Policy Practice. *Journal of Marriage & Family, 82*(1), 478-507. <https://doi.org/10.1111/jomf.12650>
* Peterson, Jones, E., & Salscheider, K. (2016). Social Work Student Learning Experiences of Family Therapy: Improving Competency in Pedagogy Through Qualitative Research. *Australian and New Zealand Journal of Family Therapy*, *37*(3), 301–316. <https://doi.org/10.1002/anzf.1157>

**Module 2**

**Expectations of the family in society, social justice, and oppression**

This module looks at society’s expectations and social justice causes oppression in the family. A multicultural view is explored.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify and describe stages of family life cycle and impact on family structure
2. Identify and outline ways in which oppression limits family structure and cohesiveness and what role human rights might play in this oppression
3. Identify and describe ways in which society’s expectations has bearing on family relationships

**Required Resources**

* Nichols/Davis Part 1 Section 2&3
* Book Chapter 5: Anti-oppressive Social Work Practice (Anti-oppressive practice with families)
* Johannes, Christopher & Erwin, Philip, (2004) Developing multicultural competence: perspectives on theory and practice. Counseling Psychology Quarterly, 17:3, 329-338, DOI: 10.1080/09515507041233131558
* McDowell, Knudson‐Martin, C., & Bermudez, J. M. (2019). Third Order Thinking in Family Therapy: Addressing Social Justice Across Family Therapy Practice. *Family Process*, *58*(1), 9–22. <https://doi.org/10.1111/famp.12383>
* D’Arrigo‐Patrick, Hoff, C., Knudson‐Martin, C., & Tuttle, A. (2017). Navigating Critical Theory and Postmodernism: Social Justice and Therapist Power in Family Therapy. *Family Process*, *56*(3), 574–588. <https://doi.org/10.1111/famp.12236>

**Module 3**

**Ethical considerations in family practice**

This module considers ethical considerations in the family practice

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Discuss the potential of ethical dilemmas in family therapy
2. Relate these family therapy dilemmas to the NASW code of ethics
3. Identify the six principles of the NASW code and how they manifest in family therapy practice

**Required Resources**

* NASW code of ethics
* Shaw, Elizabeth (2015). Ethical Practice in Couple and Family Therapy: Negotiating Rocky Terrain. *Australian and New Zealand Journal of Family Therapy*, *36*(4), 504–517. <https://doi.org/10.1002/anzf.1129> <https://onlinelibrary.wiley.com/doi/10.1002/anzf.1129>
* Gehart, & Lucas, B. M. (2007). Client Advocacy in Marriage and Family Therapy: A Qualitative Case Study. *Journal of Family Psychotherapy*, *18*(1), 39–56. <https://doi.org/10.1300/J085v18n01_04>
* Holyoak, McPhee, D., Hall, G., & Fife, S. (2021). Microlevel Advocacy: A Common Process in Couple and Family Therapy. *Family Process*, *60*(2), 654–669. <https://doi.org/10.1111/famp.12620>

**Module 4**

**Psychosocial wellbeing of the family**

This module explores the psychosocial wellbeing of the family and opens a discussion of problems that might arise within the family unit. Community engagement is discussed to assist with these problems.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Explain ways in which the family psychosocial wellbeing can become vulnerable
2. Apply the skills to assist the family when such problems arise in the family structure and how community engagement might assist

**Required Resources**

* George, Wulff, D., & Tomm, K. (2015). Talking Societal Discourses into Family Therapy: A Situational Analysis of the Relationships Between Societal Expectations and Parent-Child Conflict. *Journal of Systemic Therapies*, *34*(2), 15–30. <https://doi.org/10.1521/jsyt.2015.34.2.15>
* Coatsworth, Santisteban, D. A., McBride, C. K., & Szapocznik, J. (2001). Brief Strategic Family Therapy versus Community Control: Engagement, Retention, and an Exploration of the Moderating Role of Adolescent Symptom Severity. *Family Process*, *40*(3), 313–332. <https://doi.org/10.1111/j.1545-5300.2001.4030100313.x>
* Hollingsworth. (2011). Community Family Therapy with Military Families Experiencing Deployment. *Contemporary Family Therapy*, *33*(3), 215–228. <https://doi.org/10.1007/s10591-011-9144-8>

**Module 5**

**Communication styles within the family structure, Family of origin**

The module explores the communication styles within the family structure. The family of origin and the therapeutic impact are discussed.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Apply knowledge of the different communication styles within the family unit as well as the pros and cons of each
2. Research how the family of origin “dictates” family problems and roles

**Required Resources**

* Warner, Colaner, C. W., & Park, J. (2021). Political difference and polarization in the family: The role of (non)accommodating communication for navigating identity differences. *Journal of Social and Personal Relationships*, *38*(2), 564–585. <https://doi.org/10.1177/0265407520967438>
* McKinley, & Lilly, J. (2022). “It’s in the family circle”: Communication promoting Indigenous family resilience. *Family Relations*, *71*(1), 108–129. <https://doi.org/10.1111/fare.12600>

**Module 6**

**Bowen family system theory**

This module discussed the Bowen family system theory

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe and explain the theory, assumption, role of the therapist, goals of therapy, assessment tools, interventions, barriers to treatment, diversity issues, change indication, and termination

**Required Resources**

* Nichols Chapter 4
* Calatrava, Martins, M. V., Schweer-Collins, M., Duch-Ceballos, C., & Rodríguez-González, M. (2022). Differentiation of self: A scoping review of Bowen Family Systems Theory’s core construct. *Clinical Psychology Review*, *91*, 102101–102101. https://doi.org/10.1016/j.cpr.2021.102101
* Erdem, & Safi, O. A. (2018). The Cultural Lens Approach to Bowen Family Systems Theory: Contributions of Family Change Theory: Bowen Family Systems and Family Change. *Journal of Family Theory & Review*, *10*(2), 469–483. https://doi.org/10.1111/jftr.12258

**Module 7**

**Strategic family theory**

This module includes the Bowen family system presentation and discusses the strategic family theory

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe and explain the theory, assumption, role of the therapist, goals of therapy, assessment tools, interventions, barriers to treatment, diversity issues, change indication, and termination

**Required Resources**

* Nichols chapter 5
* Jiménez, Hidalgo, V., Baena, S., León, A., & Lorence, B. (2019). Effectiveness of Structural−Strategic Family Therapy in the Treatment of Adolescents with Mental Health Problems and Their Families. *International Journal of Environmental Research and Public Health*, *16*(7), 1255–. <https://doi.org/10.3390/ijerph16071255>
* Horigian, Feaster, D. J., Brincks, A., Robbins, M. S., Perez, M. A., & Szapocznik, J. (2014). The effects of Brief Strategic Family Therapy (BSFT) on parent substance use and the association between parent and adolescent substance use. *Addictive Behaviors*, *42*, 44–50. <https://doi.org/10.1016/j.addbeh.2014.10.024>

**Module 8**

**Structural family theory**

This module includes the strategic family presentation and discusses the structural family theory

**Learning Objectives**

1. Describe and explain the theory, assumption, role of the therapist, goals of therapy, assessment tools, interventions, barriers to treatment, diversity issues, change indication, and termination

**Required Resources**

* Nichols Chapter 6
* Negash, & Morgan, M. L. (2015). A Family Affair: Examining the Impact of Parental Infidelity on Children Using a Structural Family Therapy Framework. *Contemporary Family Therapy*, *38*(2), 198–209. <https://doi.org/10.1007/s10591-015-9364-4>
* Weaver, Greeno, C. G., Fusco, R., Zimmerman, T., & Anderson, C. M. (2019). “Not Just One, It’s Both of Us”: Low-Income Mothers’ Perceptions of Structural Family Therapy Delivered in a Semi-rural Community Mental Health Center. *Community Mental Health Journal*, *55*(7), 1152–1164. <https://doi.org/10.1007/s10597-019-00444-2>

**Module 9**

**Experiential family theory**

This module includes the structural family presentation and discusses the experiential family theory.

**Learning Objectives**

1. Describe and explain the theory, assumption, role of the therapist, goals of therapy, assessment tools, interventions, barriers to treatment, diversity issues, change indication and termination

**Required Resources**

* Nichols Chapter 7
* Thompson, Bender, K., Cardoso, J. B., & Flynn, P. M. (2010). Experiential Activities in Family Therapy: Perceptions of Caregivers and Youth. *Journal of Child and Family Studies*, *20*(5), 560–568. <https://doi.org/10.1007/s10826-010-9428-x>

**Module 10**

**Solution-focused theory**

This module includes the experiential family presentation and discusses solution-focused theory.

**Learning Objectives**

1. Describe and explain the theory, assumption, role of the therapist, goals of therapy, assessment tools, interventions, barriers to treatment, diversity issues, change indication, and termination

**Required Content**

* Nichols Chapter 11
* De Castro, & Guterman, J. T. (2008). Solution-Focused Therapy for Families Coping with Suicide. *Journal of Marital and Family Therapy*, *34*(1), 93–106. <https://doi.org/10.1111/j.1752-0606.2008.00055.x>
* Brockman, Hussain, K., Sanchez, B., & Turns, B. (2016). Managing Child Behavior Problems in Children with Autism Spectrum Disorders: Utilizing Structural and Solution Focused Therapy with Primary Caregivers. *The American Journal of Family Therapy*, *44*(1), 1–10. <https://doi.org/10.1080/01926187.2015.1099414>

**Module 11**

**Narrative family theory**

This module includes the solution focused family presentation and discusses narrative family theory.

**Learning Objectives**

* Describe and explain knowledge of the theory, assumption, role of the therapist, goals of therapy, assessment tools, interventions, barriers to treatment, diversity issues, change indication, and termination

**Required Resources**

* Nichols Chapter 12
* Gershoni, & Dagan, R. (2017). Using Collective Knowledge in Narrative Family Therapy. *Journal of Systemic Therapies*, *36*(2), 1–11. https://doi.org/10.1521/jsyt.2017.36.2.1
* Jørring, & Gjessing Jensen, K. (2018). Treatment efficacy of narrative family therapy for children and adolescents with diverse psychiatric symptomatology. *Scandinavian Journal of Child and Adolescent Psychiatry and Psychology*, *6*(2), 107–114. <https://doi.org/10.21307/sjcapp-2018-012>

**Module 12**

**Trauma and the impact on the family system**

This module takes a closer look at trauma in the family system and explores the social worker’s possible reaction.

**Learning Objectives**

1. Outline and distinguish ways to identify and treat trauma in the family
2. Identify and propose ways to deal with vicarious trauma and countertransference

**Required Resources**

* Assari. (2020). Family Socioeconomic Status and Exposure to Childhood Trauma: Racial Differences. *Children (Basel)*, *7*(6), 57–. https://doi.org/10.3390/children7060057
* Bocknek. (2018). Family Rituals in Low‐Income African American Families at Risk for Trauma Exposure and Associations with Toddlers’ Regulation of Distress. *Journal of Marital and Family Therapy*, *44*(4), 702–715. <https://doi.org/10.1111/jmft.12293>

**Module 13-15**

**Student’s choice of topic**

Modules 13, 14, 15 will be directed by the class. Students will choose a topic that they would like to dive into and how it might relate to family practice.

**Learning Objectives**

1. During these last few weeks of class students will have the opportunity to select special issues that significantly impact family intervention and process that is of particular interest to them These issues maybe along the lines of (but not limited to) social problems (i.e., poverty, substance abuse, domestic violence, etc.), diverse family characteristics (e.g., military families, foster/adoptive families, biracial/transracial families, etc.) and contemporary issues that families face (death, divorce/separation, mental/physical disability, etc.). The purpose of these last few weeks of class is to expose students to a diverse array of special topics that will be driven by their interests. This approach allows for us to cover a wide range of topics, as it would be impossible to cover all of the special issues that impact family practice today.

**Required Content**

Required readings based on topics chosen will be posted on Sakai.

**COURSE FEEDBACK & SYLLABUS REFERENCES**

**Course Feedback**

You will receive an email communication near the end of this semester with regard to your feedback for this course related to the content, assignments, instructor support, etc. Your feedback for each of your courses improves learning outcomes for students and the instruction process in the course. Your feedback is valuable and affects revisions to this course.

**Syllabus References**

[List professional journals, websites, etc. by category here]

**Professional Journals**

* Journal of Clinical Psychology
* American Journal of Family Therapy
* Families in Society
* Journal of Marital and Family Therapy
* Journal of GLBT Family Studies

**Websites**

* http://serendip.brynmawr.edu/complexity/Chalquist2.html - Paradigm Shift
* www.aamft.org - American Association of Marriage and Family Therapy
* www.afta.org - American Family Therapy Academy
* www.abacon.com/famtherapy/profiles.html - Family Therapy Profiles & History
* www.anzjft.com/links.htm - Family Therapy Resources on the Web
* [www.ericdigests.org/pre-9211/counseling.htm](http://www.ericdigests.org/pre-9211/counseling.htm) - Counseling families from systems perspective
* <https://www.socialworkers.org/about/ethics/code-of-ethics>
* [www.aacap.org/publications/](http://www.aacap.org/publications/) - Mental Illness and the family
* [www.nmha.org/infoctr/factsheets](http://www.nmha.org/infoctr/factsheets) - National Mental Health Assoc
* [www.nami.org/](http://www.nami.org/) -National Alliance for Mentally Ill