SOCIAL WORK PRACTICE WITH FAMILIES
SOWK 8250 | 3 credit hours

Spring Semester 2020
Class Meetings: Mondays, 4:00–6:00 P.M., 126 CPACS

Instructor: Professor C.J. Washington (Dr. Washington; She | Her | Hers)

Office: 206 CPACS
Office Phone: 402.554.2792
Email: cjwashington@unomaha.edu

NOTE: Students should contact the instructor via email rather than by phone. Email messages will be responded to within 24 hours, excluding weekends, holidays, and breaks.

Office Hours: Tuesdays, 1:00–3:00 P.M. or by appointment
Online Office Hours: Wednesdays, 6:30–8:00 P.M. or by appointment

Department: Grace Abbott School of Social Work
Main Office: 206 CPACS
Dept. Phone: 402.554.2972

COURSE INFORMATION
Description
This course considers the family context as a system for therapeutic intervention. The family unit and its diverse forms are defined; theories for assessment and understanding family's interactions across the lifespan are considered, and the alternative modalities useful for treating family dysfunction are presented. As a practice-oriented course, it emphasizes the development of professional skills in working with the family across the lifespan.

Rationale/Overview
Upon completion of this course, students will demonstrate competence in clinical practice with families. They will apply clinical thinking using provided theory and research to assess and intervene with families experiencing dysfunction. Students will assess families including the influences of the biological, psychological, social, and spiritual functioning of each member of the system as well as the contribution of these variables to the formation of family strengths or dysfunction. The context of change will be applied in assessing the stages of the family life cycle as well as the individual life cycle and the
adjustments that each require for effective growth. Students will analyze the social, cultural, and other influences of vulnerable populations at risk for treatment and in need for preventive services and serve as an advocate for individual, familial, or social change. They will demonstrate competence in applying social work values, ethical principles, and legal mandates in their clinical practice with families.

**Course Objectives/Student Learning Outcomes**

1. Demonstrate knowledge of the origins and development of family therapy including a historical view from social work theory and the foundations of the interdisciplinary movement of family therapy.
2. Apply skills in using oneself in family therapy practice by developing an awareness of one's personal family experiences, family of origin, and personal values of family.
3. Analyze and compare issues related to diversity and family forms; cultural, ethnic, and minority characteristics of families, women in families, aging and families, and the developmental stages of family life.
4. Demonstrate knowledge and understanding of selected major theoretical models of family therapy and acquire a professional level of competence in applying the concepts from at least three modalities. These include: family systems theory, structural, communication/experiential, cognitive, intergenerational and psychodynamic, contextual, strategic, behavioral, and narrative.
5. Demonstrate practice competencies in:
   a. the comprehension and application of appropriate theoretical orientations to specific family situations
   b. assessing the family dynamic symptoms and problems relevant to the family context and homeostatic maintenance of patterns of interaction
   c. utilizing various therapeutic interventions to implement change in the treatment of family dysfunction
   d. develop beginning competence in the use of oneself in a therapist role
   e. utilizing special techniques of intervention, e.g., genograms, family choreography, sculpting, communication exercises, behavioral contracts, and other tasks and strategic approaches.
6. Apply specialized knowledge about families with special problem condition (alcohol/drug dependency or abuse, child related problems, sexual abuse, violence, nontraditional family, and social, cultural, ethnic or minority issues in families).
7. Demonstrate skill in the preparation and presentation of a family therapy case, including a clinical case report, treatment plan, and a discussion.
8. Explain and apply current research relevant to family therapy, with awareness of developing an approach to evaluating practice outcome in working with a family.
9. Compare and discuss with commitment the ethical principles of AAMFT and NASW in the practice of family therapy.
10. Apply the DSM 5, V-Codes, and ICD-10, in the diagnoses of family structure and functioning problems.
REQUIRED TEXT(S)/SUPPLEMENTAL MATERIALS

Required Text(s)

COURSE STRUCTURE/FORMAT
Lecture, discussion, experiential learning experiences, video and Internet resources, and guest presentations.

TENTATIVE COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| Session 1 [date] | Introduction to the course and review syllabus  
|               | Lecture: History of family as a unit of intervention  
|               | Lecture: Dimensions of families and function                        |                             |
| Session 2 [date] | Lecture: Family life-cycle                                             |                             |
| Session 3 [date] | Lecture: DSM and V-codes                                               |                             |
| Session 4 [date] | Lecture: Family of origin concepts and analysis                        |                             |
| Session 5 [date] | Lecture: Intergenerational family theories                            | Journal article             |
| Session 6 [date] | Lecture: Bowen and McGoldrick                                          |                             |
| Session 7 [date] | Lecture: Clinical use of the genogram and ecomap                      | Exam #1                     |
| Session 8 [date] | Lecture: Treatment planning with families                              |                             |
| Session 9 [date] | Lecture: Structural family theory                                      | Family of origin paper      |
| Session 10 [date] | Lecture: Separation, divorce, and remarriage – the restructured family|                             |
| Session 11 [date] | Lecture: Strategic, solution-focused, and CBT family theories         |                             |
| Session 12 [date] | Lecture: Contemporary theories of family therapy, narrative theories, and clinical research of family theories | Clinical case presentations |
| Session 13 [date] | Lecture: Clinical case presentations                                  | Peer reviews                |
| Session 14 [date] | Lecture: Clinical case presentations and termination with families    |                             |
| Session 15 [date] | Final exam                                                             |                             |
IMPORTANT DATES
Last day to drop a course (via MavLink) and receive a 100% refund January 19, 2020
Last day to withdraw from a course (via MavLink) with a grade of “W” April 3, 2020

NOTE: This syllabus is written as an expectation of class topics, learning activities, and expected learning outcomes. However, the instructor reserves the right to make changes in this schedule that may result in enhanced or more effective learning for students. These modifications will not substantially change the intent or objectives of this course.

ASSESSMENTS (ACTIVITIES, ASSIGNMENTS, AND EXAMS)
Exams (2) 20 points (total)
Two exams worth 10 points each.

Article Review (1) 15 points (total)
One article review worth 15 points.

Family of Origin Paper (1) 25 points (total)
One family of origin paper worth 25 points.

Clinical Case Group Project (1) 30 points (total)
One group project with 30 points.

Attendance and Participation 10 points (total)

100 points (total)

GRADING SCALE

<table>
<thead>
<tr>
<th>Percent</th>
<th>Final Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>98–100%</td>
<td>A+</td>
<td>4.00</td>
</tr>
<tr>
<td>94–97.9%</td>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>91–93.9%</td>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>88–90.9%</td>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>84–87.9%</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>81–83.9%</td>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>78–80.9%</td>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>77–77.9%</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>71–73.9%</td>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>68–70.9%</td>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>64–67.9%</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>61–63.9%</td>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>Below 60.9%</td>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>
WRITING GUIDELINES
Students should make sure that writing assignments are free of grammar, punctuation, and spelling errors. Papers should adhere to the most recent citation style outlined by the American Psychological Association (APA).

PLAGIARISM STATEMENT
In this course, students will submit written work by making use of information and ideas found in print or online sources. Whenever material from another writer is used, it is important that students quote or paraphrase appropriately and cite the source.

The UNO Academic Integrity policy defines plagiarism as "presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person."

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

Students SHOULD NOT GUESS when it comes to using or citing another writer's work. Students should contact the instructor or a consultant at the UNO Writing Center with questions. Students should take a printout of the original source as well as the paper that is being written to the consultation.

ACADEMIC INTEGRITY POLICY
The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the policy on Academic Integrity shall be subject to both academic and disciplinary sanctions. Violations of the policy on Academic Integrity include, but are not limited to, the following: cheating, fabrication and falsification, plagiarism, abuse of academic materials and/or equipment, complicity in academic dishonesty, falsifying grade reports, and/or misrepresentation to avoid academic work. More information about these areas and the procedures addressing academic integrity is available from the Office of Academic and Student Affairs (EAB 202 | 402.554.2262).

CLASSROOM EXPECTATIONS
Students are expected to arrive on time to class meetings. Students should come to class well prepared, meaning readings and other assignments have been completed. Students are expected to be respectful of their classmates and the instructor. Distracting and/or disrespectful behaviors will not be tolerated.
CELL PHONES, MOBILE DEVICES, AND LAPTOPS
Students are welcome to use cell phones, mobile devices, and/or laptops in class provided they are used for academic purposes such as note taking, accessing course materials, or researching course concepts and their use does not disrupt fellow classmates. Please silence devices if at all possible. A student who receives a phone call or text, should step outside the classroom to respond. DO NOT take pictures or video during class.

TECHNOLOGY REQUIREMENTS
Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software students use to write assignments is irrelevant, as long as the writing guidelines outlined in this syllabus are followed. It is recommended that students have access to a computer weekly. Public computers are available on the UNO campus. Consult Information Technology Services and the Criss Library, for more information on equipment locations and availability.

TECHNICAL SUPPORT
Technical support for common university systems, including Canvas and email, is available from Information Technology Services technical support located in Eppley Administration Building (EAB) 104.

ACCESSIBILITY ACCOMMODATIONS
Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: 104 H&K, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu)

CRISS LIBRARY
UNO’s Criss Library offers a wide variety of resources that support student learning. Subject specialist librarians have in-depth knowledge of researching within specific disciplines and can provide guidance for a specific area of study. Students are encouraged to explore customized resources featured on the Criss Library website.

EMERGENCY PREPAREDNESS
The University of Nebraska at Omaha is prepared for a wide range of emergencies. Students should familiarize themselves with procedures and assistance available on UNO’s emergency information page. If travel to campus is not feasible due to a declared emergency, a combination of Canvas, teleconferencing, and other technologies will be used to facilitate academic continuity. Students will be notified of procedures through Canvas course site announcements and email as appropriate.
INCLEMENT WEATHER
In the event of inclement or threatening weather, students should use his/her best judgment regarding travel to and from campus. Students who are not able to attend class due to adverse weather conditions, should contact the instructor as soon as possible. Similarly, if the instructor is unable to reach the class location, students will be notified of any cancellation or change as soon as possible (by approximately 1 hour before class starts and by posting an announcement in Canvas). Students who cannot get to class because of weather conditions, will be provided allowances relative to attendance policies as well as any scheduled tests, quizzes, or other assessments.

PREFERRED NAME AND PREFERRED GENDER PRONOUNS
Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. The instructor will gladly honor a student’s request to be addressed by an alternate name or gender pronoun. Please advise the instructor of this preference early in the semester so that instructor records may be changed appropriately.

WRITING CENTER
The UNO Writing Center offers free one-on-one consultations with trained consultants to all students, faculty, and staff. Their goal is to help writers improve their writing skills and confidence in all types of writing, in all subject areas, and at all stages of the writing process. For more information about their hours and locations or to schedule an appointment, go to unomaha.edu/writingcenter or visit their main location in Arts and Sciences Hall (ASH) 150.

SPEECH CENTER
The UNO Speech Center provides free consulting and coaching services to all UNO students, faculty, and staff in preparing oral presentations. The Speech Center Consulting Room can help students with presentation preparation, outlining, effective delivery techniques, along with any other presentational needs. Speech consulting will help at any stage in the speech-making process. For more information, visit the UNO Speech Center in Arts and Sciences Hall (ASH) 183 and 185.

STUDENT SAFETY
A variety of resources are available to support student safety and security. Students have experienced or are experiencing a difficult personal situation, should consult the resources available through the Division of Student Success.

OUTCOMES MAP AND STUDENT LEARNING OUTCOMES (SLOs)
Council on Social Work Education (CSWE) Competencies
The student learning outcomes for this course are built upon the following nine social work core competencies set forth by the CSWE’s 2015 Educational Policies and Accreditation Standards (EPAS) which is required for all accredited social work programs.
1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

This map is intended to show how course topics, content, and activities align to the student learning outcomes outlined above. Course objectives are italicized to distinguish them from the core competencies set forth by the CSWE’s 2015 EPAS.

<table>
<thead>
<tr>
<th>Course Objective/Student Learning Outcome</th>
<th>EPAS Competency</th>
<th>Assignment</th>
<th>Dimension*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate knowledge of the origins and development of family therapy including a historical view from social work theory and the foundations of the interdisciplinary movement of family therapy.</td>
<td>6 and 7</td>
<td>Assigned readings and final exam</td>
<td>K</td>
</tr>
<tr>
<td>2. Apply skills in using oneself in family therapy practice by developing an awareness of one's personal family experiences, family of origin, and personal values of family.</td>
<td>1</td>
<td>Family of origin paper</td>
<td>S and V</td>
</tr>
<tr>
<td>3. Analyze and compare issues related to diversity and family forms; cultural, ethnic, and minority characteristics of families, women in families, aging and families, and the developmental stages of family life.</td>
<td>2</td>
<td>Article review, case conceptualization, and readings in texts and articles</td>
<td>K and CAP</td>
</tr>
<tr>
<td>4. Demonstrate knowledge and understanding of selected major theoretical models of family therapy and acquire a professional level of competence in applying the concepts from at least three modalities. These include family systems theory, structural, communication/experiential, cognitive, intergenerational and psychodynamic, contextual, strategic, behavioral, and narrative.</td>
<td>6, 7 and 8</td>
<td>Clinical case conceptualization, final exam, and course readings</td>
<td>K, S, and V</td>
</tr>
<tr>
<td>5. Demonstrate practice competencies in the comprehension and application of appropriate theoretical orientations to specific family situations, assessing family dynamic symptoms and problems relevant to the family context and homeostatic maintenance of patterns of interaction, utilizing various therapeutic interventions to implement change in the treatment of family dysfunction, developing</td>
<td>6, 7, and 8</td>
<td>Clinical case conceptualization, class discussions and exercises, and final exam</td>
<td>S and CAP</td>
</tr>
<tr>
<td>Course Objective/Student Learning Outcome</td>
<td>EPAS Competency</td>
<td>Assignment</td>
<td>Dimension*</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>----------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>beginning competence in the use of oneself in a therapist role, and utilizing special techniques of intervention (genograms, family choreography, sculpting, communication exercises, behavioral contracts, and other tasks and strategic approaches).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Apply specialized knowledge about families with special problem conditions (alcohol/drug dependency or abuse, child related problems, sexual abuse, violence, nontraditional family and social, cultural, ethnic or minority issues in families.</td>
<td>2 and 4</td>
<td>Article review, class discussions, and final exam</td>
<td>S, V, and CAP</td>
</tr>
<tr>
<td>7. Demonstrate skill in the preparation and presentation of a family therapy case, including a clinical case report, treatment plan, and a discussion.</td>
<td>6, 7, and 8</td>
<td>Case conceptualization, and final exam</td>
<td>S</td>
</tr>
<tr>
<td>8. Explain and apply current research relevant to family therapy, with awareness of developing an approach to evaluating practice outcome in working with a family.</td>
<td>4 and 9</td>
<td>Case conceptualization and final exam</td>
<td>K and CAP</td>
</tr>
<tr>
<td>Compare and discuss with commitment the ethical principles of AAMFT and NASW in the practice of family therapy.</td>
<td>1</td>
<td>Family of origin paper, class discussions, and case illustrations</td>
<td>K and V</td>
</tr>
<tr>
<td>Apply the DSM 5, V-Codes, and ICD-10 in the diagnoses of family structure and functioning problems.</td>
<td>7</td>
<td>Case conceptualization and final exam</td>
<td>K and S</td>
</tr>
</tbody>
</table>

*Dimensions Key:
  K = Knowledge
  S = Skills
  V = Value
  CAP = Cognitive and Affective Processing

**REFERENCES AND SUPPLEMENTAL MATERIALS**

**References**


**Classic References**


