

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department _____ College _____		
Current Course Prefix and Number		Current Course Title	
Syllabus must be attached for ANY changes to current course details. See Template . Please consult and list departments that may be affected by the changes; attach documentation.			
Change title to: Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Academic Service Learning (ASL) ** Add _____ Remove _____ * See Definition of a Credit Hour . ** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.		Change description to: Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
Effective Term/Year for Changes:		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone			
Approved by Department Chair _____ <i>Katherine Johnson, PhD, ncsu</i> College Curriculum Chair _____ <i>Danielle Linton</i> College Dean _____ <i>Naelys Luna</i> UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date 9/25/2023 9/26/23 9/26/23 _____ _____ _____ _____ _____	

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

**FLORIDA ATLANTIC UNIVERSITY SCHOOL OF SOCIAL WORK
DSW PROGRAM**

**SOW 7368, Sec CRN (3 Credit Hours)
Advanced Clinical Social Work Evidence-Based Practice with Families & Couples
Boca Raton Campus**

Semester:	Classroom: Fully Online Class Live Lecture
Start/End Date: Instructor:	Class Times: Wed 7:00-9:50p
Phone: 561-297-3234 (Main office)	Office Hours: Wed 9:30-11:30a or by appt
Email:	Office Location: Email for location
	Web: www.fau.edu/ssw

DSW Program Mission

The DSW program provides doctoral-level practitioners with educational experiences that will allow them to engage in advanced clinical social work practice, conduct advanced clinical research, teach evidence-based practice courses, and assume leadership roles in the social work profession. Upon completion, DSW graduates will be able to:

- Integrate social work, social, and behavioral sciences with other disciplines as the basis for the highest level of evidence-based social work practice.
- Demonstrate professionalism, leadership, ethical principles, and scientific integrity in
- Advanced social work practice, education, and research.
- Provide collaborative leadership in the development of social work evidence-based practice models and standards of care for diverse populations.
- Generate client, systems, practice, and outcomes research.
- Analyze theory, empirical research, and other evidence to guide improvements in social work practice.
- Utilize information systems and technology to enhance social work education and
- Practice.

Course Description

Therapeutic models for Social Workers that will aid in conceptualizing couple and family dynamics are explored. Diversity factors, life cycle stages and family history will be considered in establishing the therapeutic relationship and conceptualizing the couple or family.

Relevance to Educational Program

Students preparing to be doctoral level social work clinicians are expected to learn and develop the knowledge, skills and practices necessary to address a wide variety of issues in the context of relationships and families. In order to maximize the effectiveness of clinical interventions, social workers must be knowledgeable in empirically supported interventions for couples and families. This course will specifically focus on various theoretical models for couple and family counseling and will utilize research to inform best practice.

Course Objectives

Upon successful completion of this course, students will be able to:

- Examine foundational theories, models, and methods of assessment and counseling intervention with emphasis on systems theory.
- Conceptualize individual, couple, and family problems using a systemic framework.
- Understand the application of fundamental systemic therapy approaches to identify and resolve individual, couple, and family emotional and behavior difficulty.
- Identify the dynamics of the emotionally healthy couples and families, as well as identify effective interventions for mental health and relationship problems, which occur in the couple and family relationships.
- Explain how diversity and cultural background may impede the clinical process and methods for resolving these issues.
- Identify empirical research to support the effectiveness of identified therapeutic models for couple and family settings.
- Demonstrate competence in utilizing research to inform clinical practice.

Required Textbooks/Readings

The textbooks required for this course are:

1. Gurman, A. S., Lebow, J. L., & Snyder, D. K. (2015). *Clinical handbook of couple therapy* (5th ed.). New York: The Guilford Press. **ISBN13:** 978-1462513925
2. Becvar, D. S., & Becvar, R. J. (2015). *Family therapy: A systemic integration* (8th ed.). Pearson. **ISBN13:** 978-0205168132

Recommended Text(s):

1. Nichols, M.P. (2016). *Family Therapy: Concepts and Methods* (11th ed.). Boston, MA: Allyn and Bacon. **ISBN13:** 978-0133826609
2. Sprenkle, D. H., Davis, S.D., Lebow, J.L. (2009). *Common Factors in Couple and Family Therapy: The overlooked foundation for effective practice*. New York: The Guilford Press. **ISBN13:** 978-1-60623-325-2

These books are available at the campus bookstore.

Other course readings may be distributed in class or via Canvas. Please visit the Canvas Web site for this course at <http://canvas.fau.edu> for additional information. **IMPORTANT:** Canvas uses the email addresses assigned to you by FAU (see <http://myfau.fau.edu> or <http://mail.fau.edu>). If you are experiencing problems logging onto MyFAU, your email account, or Canvas, you can contact the FAU helpdesk at (561) 297-3999.

These books are available at the campus bookstore.

Turn It In

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to TurnItIn for the detection of plagiarism. All submitted papers will be

included as source documents in the TurnItIn reference database solely for the purpose of detecting plagiarism of such papers.

Course Assignments and Grading

Grade overview	Points
(1) Emergent Issue in Couple and Family Therapy Paper	15 points
(2) Systematic Review of a Couple or Family Issue	30 points
(3) Class Facilitation	25 points
(4) Clinical Application and Evaluation Paper	20 points
(5) Online Assignments	10 points
Total	100 points

Course Assignments

Please review the grading rubrics and reach out to your instructor with any questions about how assignments will be scored.

(1) Emergent Issue in Couple and Family Therapy Presentation (15 points)

An important characteristic of advanced level practitioners is familiarity with relevant and timely seminal research within the field of couple and family therapy. Students will each identify one article from a couple or family-oriented journal to present on that they feel represents an innovative or important idea or influence on the field of couple and family therapy. Relevant journals may include (but are not limited to): *Journal of Marriage and Family*, *the Journal of Marital and Family Therapy*, *Journal of Family Psychotherapy*, *Child & Family Social Work*, or *Journal of Family Social Work*. The publication should be within the **past 2 years**. During the presentation of the article, students should address:

- a) The Purpose of the article
- b) The Sample (if an empirical study)
- c) Procedures or Process
- d) Findings and Implications
- e) Relevance to the field and why the class should read this article for future clinical work

Presentations are expected to last **approximately 30-40 minutes** with class discussion included. A brief PowerPoint or handout is expected.

(2) Systematic Review of a Couple or Family Issue (30 points)

The major assignment for this course will include the development of a systematic review of the literature pertaining to a couple or family issue. A systematic review is a method of identifying research studies, critically analyzing them for relevance and content, and synthesizing qualitative or quantitative findings. The intent of this assignment is to develop a potentially publishable manuscript that you could eventually refine and submit to peer-reviewed journal. This is a substantive undertaking that will need your attention over the entire semester. Although there are three turn-in dates, the instructor will address the project multiple times in class to ensure the project instructions are clear. Additional information on completing this project will be provided by the instructor during the first class. Students will turn in the following components: (1) an outline of their systematic review (including a clear definition of their purpose and search terms); (2) Part 1: the completed literature review and methods of their systematic

review; and (3) Part 2: the completed results and discussion of their systematic review.

(3) Class Facilitation (25 points)

In order to extend your pedagogical skills and experience, each class member will develop and facilitate a class around (1) a relevant theoretical/therapeutic modality and (2) a clinical issue of choice (e.g., divorce/remarriage/stepfamilies; substance use; mental illness or behavioral disorders; etc.).

Theoretical/therapeutic modality readings have already been assigned by the instructor from the relevant course texts, and each person will select a week to present. Students will be responsible for the following components:

- a) Assignment of two research articles pertaining to the theoretical/therapeutic modality and the clinical issue of choice (i.e., research demonstrating that the modality is effective) – articles must be chosen **two weeks in advance** of the presentation and sent to the instructor for review/posting on Canvas (5 points)
- b) A PowerPoint or Word doc handout reviewing relevant terms, concepts, implications for using the selected modality, and additional resources (5 points)
- c) An engaging presentation on the modality and issue of choice; presentations should include: an overview of the modality, application to the clinical issue, a case study and/or experiential activity, and discussion questions for the class (15 points)

You are welcome and encouraged to reach out to the instructor for guidance, feedback, or other ideas prior to your Class Facilitation to make the most of this learning experience for you and the class.

(4) Clinical Application and Evaluation Paper (20 points)

The purpose of this assignment is to (a) analyze the function and interaction of a couple or family system utilizing a biopsychosocial-spiritual model; (b) identify a research-informed clinical intervention; and (c) provide an evaluation plan for monitoring client system outcomes. This activity will likely feel like a research-informed treatment plan. Class members will address the following components:

- a) **Part 1: Introduction and Client Background**
 - a. Names of family members and a description of their relationships to each other. You will decide if this is a couple system or larger family system.
 - b. Family Stressors and Needs and Strengths: Identify the family's biopsychosocial-spiritual needs and stressors, as they perceive them (e.g., medical concerns, emotional issues, anxiety, conflict within the family, and their sense of meaning or purpose, lack of resources). Also, identify the family's strengths, including individual and family characteristics and resources that it can use to address the presenting problem and underlying needs.
 - c. Presenting Problem: Identify a specific family system issue to explore within sessions. You will develop a problem statement, which provides rationale for your prioritized presenting problem to address.
- b) **Part 2: Identification and Integration of Research-Informed Strategies**
 - a. Link the presenting problem to findings in your research publications and textbooks. You should include at least two research articles focusing on this presenting issue and how it can impact the family system (i.e., why this is a presenting problem for families. Articles might come from journals such as *Child Development*, *Family Relations*, *Family Process*, *Journal of Marriage and the Family*, *Developmental Psychology*, etc.
 - b. Based on identified presenting problem and research findings, describe your plans for interventions for this particular presenting issue. Utilize at least two research studies to

support the use of the intervention with this particular presenting problem and/or identified client. Include the therapeutic modality that will guide this intervention plan, being sure to highlight concepts and techniques associated with that model and why this model is most appropriate

c) **Part 3: Evaluation and Monitoring**

- a. Based on your research, identify a preferred evaluation and monitoring plan to examine whether your intervention is effective. This may include baseline or in-vivo assessments of couple and family functioning. Students should identify validated instruments or measures appropriate for monitoring the problem or function.

Papers should be written in APA format, include appropriate references/citations to your research articles or texts (i.e., citations should be included each time information is paraphrased or borrowed from an original text), and be approximately 10 pages in length.

(5) Online Assignments (10 points total; 5 points each)

Two classes this semester will be held online. In addition to completing the assigned reading, the instructor will provide you with two activities that are meant to be completed within the timeframe of a class period. Instructions and rubric are forthcoming but one of the topics will include Theory of Change.

The grading scale for this course is as follows:

94 – 100% = A	74 – 76% = C
90 – 93% = A-	70 – 73% = C-
87 – 89% = B+	67 – 69% = D+
84 – 86% = B	64 – 66% = D
80 – 83% = B-	60 – 63% = D-
77 – 79% = C+	0 – 59% = F

Course Outline and Reading Assignments

The following outline and readings may change as the course progresses, given student interests and needs. Please read the required readings prior to the class when we will be discussing them.

Class 1 (Wed 8/24)

Course Introduction; Two Different Worldviews (Individual and Systemic Therapy); The Historical Perspectives of Marriage and Family Therapy

- **Read:** Becvar & Becvar (2013) Ch. 1 & 2; Gurman et al. (2015) Ch. 1

Class 2 (Wed 8/31)

Ethics and Diversity in Family Therapy; **Emergent Issue Presentation**

- **Read:** Gottlieb et al (2008) article; Gurman et al. (2015) Ch. 19; Laszloffy & Hardy (2000) article; Walker (2013) article

Class 3 (Wed 9/7)

The Paradigmatic Shift of Systems Theory; Postmodernism and Family Therapy; The Family: Process, Development, and Context; Common Factors of Change in Couple Therapy;

Emergent Issue Presentation

- **Read:** Becvar & Becvar (2013) Ch. 3, 4, & 5; Davis et al. (2012) article
- **Assignment(s):**
 - **Systematic Review Outline** due by Sun 9/11 at 11:59pm

Class 4 (Wed 9/14)

Healthy Relationships and Relationship Education; **Emergent Issue Presentation**

- **Read:** Gurman et al. (2015) Ch. 5; Meunier & Baker (2012) article; Eastwick et al. (2012) article

Class 5 (Wed 9/21)

Psychodynamic Approaches

- **Read:** Becvar & Becvar (2013) Ch. 6; Gurman et al. (2015) Ch. 8; Articles TBA

Class 6 (Wed 9/28)

Bowen, Systems Therapy, and Intergenerational Approaches

- **Read:** Becvar & Becvar (2013) Ch. 7; Gurman et al. (2015) Ch. 9; Faber (2004); Articles TBA
- **Assignment(s):**
 - **Systematic Review Part 1** due by Sun 10/2 at 11:59pm

Class 7 (Wed 10/5)

The Structural Approach

- **Read:** Becvar & Becvar (2013) Ch. 9; Gurman et al. (2015) Ch. 13; Parker & Molteni (2017); Articles TBA

Class 8 (Wed 10/12)

Behavioral/Cognitive Approach

- **Read:** Becvar & Becvar (2013) Ch. 12; Gurman et al. (2015) Ch. 2; Baucom & Boeding (2013) article; Epstein & Zheng (2017) article; Article(s) TBA

Class 9 (Wed 10/19)

Experiential Approaches

- **Read:** Becvar & Becvar (2013) Ch. 8; Articles TBA

Class 10 (Wed 10/26)

Emotion-Centered Approaches

- **Read:** Gurman et al. (2015) Ch. 4 & 5; Articles TBA

Class 11 (Wed 11/2)

Postmodern and Solution-Focused Approaches

- **Read:** Becvar & Becvar (2013) Ch. 13; Gurman et al. (2015) Ch. 11; Articles TBA
- **Assignment(s):**
 - **Clinical Application and Evaluation Paper** due by Sun 11/6 at 11:59pm

Class 12 (Wed 11/9)

Narrative Therapy

- **Read:** Gurman et al. (2015) Ch. 10; Articles TBA

Class 13 (Wed 11/16) – ONLINE CLASS TODAY (no live meeting)

Theory of Change and Therapeutic Intervention/Perturbation

- **Read:** Becvar & Becvar (2013) Ch. 15
- **Assignment(s):**
 - **Online Assignment: Theory of Change** due by Sun 11/20

Class 14 (Wed 11/23)

NO CLASS – ENJOY THE WEEK TO RELAX OR CATCH UP ON ASSIGNMENTS

Class 15 (Wed 11/30)

Training and Supervision; Epistemological Challenges: Thinking About Our Thinking

- **Read:** Becvar & Becvar (2013) Ch. 16 & 17
- **Assignment(s):**
 - **Systematic Review Part 2** due by Sun 12/4 at 11:59pm

* In the event of a hurricane warning, see www.fau.edu or watch for other media announcements for updates on whether there will be a disruption in FAU classes. Class times and assignments will be modified as needed.

DSW Student Policies

For professional expectations of student behaviors, attendance, academic integrity, and other DSW student policies, please see www.fau.edu/SSW/DSW

References for Supplemental Readings

Armenti, N. A., & Babcock, J. C. (2016). Conjoint treatment for intimate partner violence: A systematic review and implications. *Couple and Family Psychology: Research and Practice*, 5(2), 109-123.

Backer-Fulghum, L. M., & Sanford, K. (2015). The validity of retrospectively reported conflict interactions in couples. *Journal of Family Psychology*, 29(2), 253-262.

Burnette, C. E. (2016). Historical Oppression and Indigenous Families: Uncovering Potential Risk Factors for Indigenous Families Touched by Violence. *Family Relations*, 65: 354–368.

Crespo, C., Santos, S., Tavares, A., & Salvador, Á. (2016). “Care that matters”: Family-centered care, caregiving burden, and adaptation in parents of children with cancer. *Families, Systems, & Health*, 34(1), 31-40.

Crosnoe, R. and Ansari, A. (2016). Family Socioeconomic Status, Immigration, and Children's Transitions into School. *Family Relations*, 65: 73–84.

Diamond, G. M., Shahar, B., Sabo, D., & Tsiveli, N. (2016). Attachment-based family

therapy and emotion-focused therapy for unresolved anger: The role of productive emotional processing. *Psychotherapy*, 53(1), 34-44.

Dakof, G. A., Henderson, C. E., Rowe, C. L., Boustani, M., Greenbaum, P. E., Wang, W., . . . Liddle, H. A. (2015). A randomized clinical trial of family therapy in juvenile drug court. *Journal of Family Psychology*, 29(2), 232-241.

Doss, B. D., Mitchell, A., Georgia, E. J., Biesen, J. N., & Rowe, L. S. (2015). Improvements in closeness, communication, and psychological distress mediate effects of couple therapy for veterans. *Journal of Consulting and Clinical Psychology*, 83(2), 405-415.

Fox, G. L., Nordquist, V. M., Billen, R. M. and Savoca, E. F. (2015), Father Involvement and Early Intervention: Effects of Empowerment and Father Role Identity. *Family Relations*, 64: 461–475.

Fredman, S. J., Baucom, D. H., Boeding, S. E., & Miklowitz, D. J. (2015). Relatives' emotional involvement moderates the effects of family therapy for bipolar disorder. *Journal of Consulting and Clinical Psychology*, 83(1), 81-91.

Ha, T. and Granger, D. A. (2016), Family Relations, Stress, and Vulnerability: Biobehavioral Implications for Prevention and Practice. *Family Relations*, 65: 9–23.

Hornberger, A. P., Medley-Proctor, K., Nettles, C. D., Cimporescu, M. A., & Howe, G. W. (2016). The influence of the racial/ethnic match of interviewer and respondent on the measurement of couples' relationship quality and emotional functioning. *Couple and Family Psychology: Research and Practice*, 5(1), 12-26.

Kiser, L. J., Backer, P. M., Winkles, J., & Medoff, D. (2015). Strengthening Family Coping Resources (SFCR): Practice-based evidence for a promising trauma intervention. *Couple and Family Psychology: Research and Practice*, 4(1), 49-59.

Li, A., Shaffer, J., & Bagger, J. (2015). The psychological well-being of disability caregivers: Examining the roles of family strain, family-to-work conflict, and perceived supervisor support. *Journal of Occupational Health Psychology*, 20(1), 40-49.

Lucier-Greer, M., Arnold, A. L., Mancini, J. A., Ford, J. L. and Bryant, C. M. (2015), Influences of Cumulative Risk and Protective Factors on the Adjustment of Adolescents in Military Families. *Family Relations*, 64: 363–377.

Maguire, E. R. and Fishbein, D. H. (2016), The Influence of Family Characteristics on Problem Behaviors in a Sample of High-Risk Caribbean Adolescents. *Family Relations*, 65: 120–133.

Olson, J. R., Marshall, J. P., Goddard, H. W. and Schramm, D. G. (2015), Shared Religious Beliefs, Prayer, and Forgiveness as Predictors of Marital Satisfaction. *Family Relations*, 64: 519–533.

Perry, S. L. (2016), Perceived Spousal Religiosity and Marital Quality Across Racial and Ethnic Groups. *Family Relations*, 65: 327–341.

Reuben, J. D., Shaw, D. S., Brennan, L. M., Dishion, T. J., & Wilson, M. N. (2015). A family-based intervention for improving children's emotional problems through effects on maternal depressive symptoms. *Journal of Consulting and Clinical Psychology*, 83(6), 1142-1148.

Rhoades, G. K., Stanley, S. M., Markman, H. J., & Allen, E. S. (2015). Can marriage education mitigate the risks associated with premarital cohabitation? *Journal of Family Psychology*, 29(3), 500-506.

Robinson, B. A., Winiarski, D. A., Brennan, P. A., Foster, S. L., Cunningham, P. B., & Whitmore, E. A. (2015). Social context, parental monitoring, and multisystemic therapy outcomes. *Psychotherapy*, 52(1), 103-110.

Ryan Dunn, C., Dorsch, T. E., King, M. Q. and Rothlisberger, K. J. (2016), The Impact of Family Financial Investment on Perceived Parent Pressure and Child Enjoyment and Commitment in Organized Youth Sport. *Family Relations*, 65: 287–299.

Seedall, R. B., & Lachmar, E. M. (2016). Attachment-related dynamics during a positively themed couple interaction: Implications of anxiety and avoidance. *Couple and Family Psychology: Research and Practice*, 5(1), 27-42.

Ulberg, R., Amlo, S., Critchfield, K. L., Marble, A., & Høglend, P. (2014). Transference interventions and the process between therapist and patient. *Psychotherapy*, 51(2), 258-269.

Vos, J., Craig, M., & Cooper, M. (2015). Existential therapies: A meta-analysis of their effects on psychological outcomes. *Journal of Consulting and Clinical Psychology*, 83(1), 115-128.

SAFEWALK – Night Owls

Boca Raton 561-297-6695 Davie 954-236-1902 Ft. Lauderdale 954-762-5611 Jupiter 561-799-8700

Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building, Davie to make appropriate arrangements.

STUDENT ACCESSIBILITY SERVICES

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Student Accessibility Services (SAS) located in Boca Raton - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), in Jupiter - SR 117 (561-799-8585 and follow all SAS procedures.

DISCRIMINATION OR HARASSMENT – 561-297-3004

Students who have concerns about on-campus discrimination or harassment (including sexual harassment) can contact the FAU Office of Equity, Inclusion, and Compliance for assistance. The Boca office is located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at <http://cdsi.fau.edu/ssw/current-students/nondiscrimination-policy>

RELIGIOUS HOLIDAYS

Please advise the instructor at the beginning of the term if you need accommodations for religious holidays.

CODE OF ACADEMIC INTEGRITY

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf.

ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES

For additional information on student rights and responsibilities, please see the FAU Catalog at <http://www.fau.edu/registrar/universitycatalog/welcome.php> and DSW policies at <http://www.fau.edu/ssw/dsw>