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|  FLORIDA ATLANTIC UNIVERSITY | COURSE CHANGE REQUEST Graduate Programs | | UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____ |
| | Department Sandler School of Social Work College College of Social Work and Criminal Justice | | |
| Current Course Prefix and Number SOW 6611 | | Current Course Title Clinical Social Work with Families | |
| <i>Syllabus must be attached for ANY changes to current course details. See <u>Guidelines</u>. Please consult and list departments that may be affected by the changes; attach documentation.</i> | | | |
| 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 <input type="checkbox"/> Remove <input type="checkbox"/> | | Change description to: Change prerequisites/minimum grades to: SOW 6535 (currently is SOW 6305) Change corequisites to: Change registration controls to: | |
| * Review <u>Provost Memorandum</u> ** Academic Service Learning statement must be indicated in syllabus and approval attached to this form. | | 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 | | Date | |
| Department Chair _____ <i>Heather Johnson, PhD, NCSP</i> | | 10/2/2020 | |
| College Curriculum Chair _____ <i>Manny Gola, Ph.D.</i> | | 10/6/2020 | |
| College Dean _____ <i>Machy Luna</i> | | 10/14/2020 | |
| UGPC Chair _____ | | _____ | |
| UGC Chair _____ | | _____ | |
| Graduate College Dean _____ | | _____ | |
| UFS President _____ | | _____ | |
| Provost _____ | | _____ | |

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

**PHYLLIS AND HARVEY SANDLER SCHOOL OF SOCIAL WORK
FLORIDA ATLANTIC UNIVERSITY
SOW 6611 Section 000 CRN 00000 (3 Credit Hours)
Clinical Social Work with Families**

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|---|---|
| Semester: | Classroom: SO |
| Start/End Date: | Class Times: |
| Instructor: | Office Hours: |
| Phone: | Office Location: |
| Email: | Web: www.fau.edu/ssw |
| Canvas: http://canvas.fau.edu | Prerequisite: SOW 6535 |

MSW Program Mission

The mission of our MSW program is to educate competent and compassionate social workers for advanced clinical social work practice with children, adolescents, adults, elders, couples, families, and groups. Our graduates possess critical thinking skills and engage in evidence-based clinical practice, with a deep respect for human diversity and strengths, and with a desire to continue lifelong learning and professional development.

COURSE DESCRIPTION

This course will enable the student to understand, analyze, and apply social work knowledge, values, and skills to generalist and clinical practice with families, from the family systems, developmental, and clinical perspectives.

In addition, students will explore contemporary social work values and ethics as they relate to generalist and specialized social work practice with families and the larger community. Students will gain knowledge of multiple family theories, which they will be able to apply in an eclectic manner to clinical work with families and family members.

This course has a prerequisite of SOW 6535: Advanced Year Field Instruction and Integrative Seminar I. This ensures that students take this course in their final semester of their specialist field placement.

RELEVANCE TO MSW PROGRAM

This course is a part of the specialist curriculum and one of the required courses in the clinical concentration. It will build on the generalist curriculum. Students in this course will use the content from the HBSE sequence to view families from a bio-psycho-social perspective and to recognize the importance of micro, mezzo, and macro assessment and intervention. The policy sequence will enable the student to understand how social policies affect the lives of families. The research sequence will provide the student with the knowledge and skills they need to critically analyze current family practice theory and research as well as infuse all their professional work with greater amounts of objectivity and accountability. The practice sequence, of which this course is a part, provides the student with the comprehensive body of knowledge, values, and skills necessary for contemporary social work family practice. This course prepares

the student for generalist and specialized work with families in their field practicum and in postgraduate practice.

COURSE OBJECTIVES

- 1) Describe key concepts and interventions from each of the theories studied, and identify strengths and limitations of each approach.
- 2) Demonstrate the capacity to apply general family clinical theory and techniques to particular case material to identify a problem and employ appropriate problem-solving processes to develop viable solutions.
- 3) Demonstrate a capacity to conduct an initial session with a family, and describe goals for future sessions using empirical research supporting the approach.
- 4) Understand how power relationships within the academic and larger social/historical context supports the ascendance of particular family theories and therapeutic techniques over others, and evaluate the degree of applicability of the practice from an intersectionality perspective (multiple interacting social locations of race, ethnicity, class, gender, sexual orientation, and other dimensions of difference).
- 5) Demonstrate understanding of guidelines for ethical practice as a family and couple counselor by including your self-reflection regarding the potential impact of your own experiences in your family and personal biases.

COMPETENCIES AND EDUCATIONAL OBJECTIVES

The [Council on Social Work Education's](#) Educational Policy and Accreditation Standards (2015) identify 9 core competencies for social work programs. The following educational objectives draw from these 9 core competencies and identify specific educational objectives for this course that relate to these competencies (each course covers some, but not necessarily all of the 9 core competencies). Upon successful completion of this course, students will be able to demonstrate these practice behaviors in generalist and specialist roles:

Competency 1: Demonstrate Ethical and Professional Behavior.

- Generalist: Incorporate ethical standards of practice when working with families.
- Specialist: Seek supervision and consultation when confronted with ethical dilemmas in family practice.

Competency 2: Engage Diversity and Difference in Practice.

- Generalist: Apply understanding of the importance of diversity and difference in shaping life experiences and family structure in practice with families.
- Specialist: apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse families.

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

- Generalist: Apply understanding of social, economic, and environmental justice to advocate for human rights with families when needed.
- Specialist: Engage in family practice that advances family social and economic justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice.

- Generalist: Use practice experience to inform scientific inquiry, including the use of single-system design to evaluate work with families
- Specialist: Apply the principles of evidence-based practice to determine appropriate theories and clinical models of family intervention to guide practice.

Competency 5: Engage in Policy Practice.

- Generalist: Address policy issues when assessing and intervening with families.
- Specialist: Critique agency policies in relation to ethical issues that may arise in clinical work with families.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.

- Generalist: Develop rapport and trust with family members while maintain boundaries conducive to family work.
- Specialist: Demonstrate ability to engage reluctant family members and mediate family conflict.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

- Generalist: Demonstrate ability to assess family structure, roles, and communication by using genograms as an assessment tool.
- Specialist: Demonstrate ability to monitor therapeutic alliance with family using tools like the ORS and SRS by Miller & Duncan (2002).

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.

- Generalist: Apply generalist case management skills with families in need.
- Specialist: Analyze and apply specialized interventions with families like family sculpting and role reversal.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

- Generalist: Critically analyze, monitor, and evaluate interventions with families.
- Specialist: Use clinical evaluation tools to measure progress and effectiveness of families in treatment.

Teaching Methodologies

The course objectives will help students develop the competencies to practice with families through the instructor's provision of a stimulating schedule of reading, lecture, role plays, and audiovisual media experiences.

COURSE ASSIGNMENTS AND GRADING: REQUIREMENTS OF COURSE

Student learning will be assessed by class participation, quizzes, mid-term exam, role plays in class, an option for a creative expression assignment (open mic night) and final paper.

Class Participation: Graduate Students are expected to be active participants in class discussions. IF YOU MISS FIRST CLASS, YOU WILL NOT BE ALLOWED TO CONTINUE IN CLASS. You will be asked to discuss the material assigned, provide questions related to your field experiences, and offer feedback to your colleagues' questions. Knowing the "right" answers is not nearly as important as being willing to risk exploring your ideas and being open to new information and additional ideas. **Your presence in class, your preparation for class (reading and considering the assignments), and your participation in class discussion is essential to your learning experience.**

Midterm Exam, March 4, 2020 (40% of final grade):

This is a 2 hour and 50 minute closed-book multiple choice and short answer exam taken in the classroom. It will cover all readings assigned and handouts covered during the first 8 weeks of class as well as topics raised in class discussions.

Final Paper, Due April 22, 2020 (40% of final grade):

Introduction to the assignment

Having watched the film *Moonlight* (2016), please use the following prompts to write a 6-8 page research informed clinical exploration, application and reflection paper.

This film is laden with examples of the complexities individuals and families face in daily functioning. As you have observed in the film the main character Chiron's life (AKA "Little" & "Black") is depicted in three distinct chapters that correspond to his developmental phases; childhood, adolescence, and emerging adulthood. The film skillfully depicts the biopsychosocial issues he and those around him face both as individuals and within the larger system (family, community, etc.).

Instructions

You are a clinical social worker who has been assigned to provide outpatient family therapy as per one of the following scenarios. In doing this assignment focus on what you know about each character's development as well as the development of the system that presents in the scenarios below. You have license to be creative and add details outside of the film but do keep it in the context of the character and family structure as observed in the film.

Childhood

- 1) Chiron (Little) and his mother present to you the day after she confronts Juan about her suspicions about Chiron's sexual orientation. (See film at 29:27 "*do you see the way he*

walks”). Both Paula and Chiron are struggling with feelings about his sexual orientation. You are aware of Chiron’s conversation with Juan and Theresa in which he asks about sexual orientation.

2) Paula, Theresa, and Juan come to see you. They each have a vested interest in Chiron and would like you to help them navigate their informal collective parenting of him. Paula is angry at Juan and Theresa for imposing and not being “blood” but knows they mean well in terms of Chiron and Paula knows her abilities to parent are limited but still she is experiencing their involvement as a narcissistic injury.

Adolescence

3) Paula’s addiction is escalating. She and Chiron come to see you regarding their increased conflict about her substance use disorder and implied sex work to support her substance use. Paula feels disrespected and “replaced” by Theresa.

4) Theresa and Chiron come to see you for family therapy/grief counseling after Juan’s death and to address Paula’s escalating substance use disorder.

Emerging Adulthood

5) Paula and Chiron come to see you for family therapy after her discharge from substance use treatment. She is worried about his involvement in drug dealing. She is scared for his future. He is concerned about her risk of relapse. They are planning to live together which gives them both anxiety as well as hope for a better relationship.

6) Kevin and Chiron come to see you. They have made a commitment to becoming a couple. They are also planning on including a place for Kevin’s son in their family system and will be co-parenting him with the boy’s mother. They come to you the morning after the last scene in the film and ask you for your advice on building a life together. Considering their past both as individuals, as friends, in their family systems, and now as a couple, where would you take this work with the men?

Steps:

1) **Presenting problem:** Describe the presenting problem using one of the scenarios above as a beginning structure for the family therapy (2 paragraphs).

2) **Theoretical case conceptualization:** Chose a theoretical framework that we covered earlier in the semester and method you will apply to address the identified problem(s) and understand the present dynamics. Use the theory to begin a case conceptualization. Make sure you include in your conceptualization at least 3 issues of social location and/or oppression (see Watts-Jones, 2010) as per the film. Provide a clear definition of the theory

and approach as well as the rationale for your choice of theory. Include a minimum of 3 key components of the theory and how it can apply to work with the family and their concerns (3-4 pages).

3) **Write a mock family therapy treatment plan.** Identify a minimum of 5 family focused goals and 5 corresponding interventions. Interventions should have fidelity to the theoretical model you choose to work from, as per #2 above, as well as the issues you raised in your case conceptualization. After identifying the goals and corresponding interventions, add a section to the treatment plan entitled “community resource and referrals”. In this section identify at least 2 areas of concern for each member of the family that present to treatment and provide at least one community resource to meet that need. For example, if Theresa had been pregnant and need prenatal care but not had insurance you might refer her to Planned Parenthood, the treatment plan would be as follows:

| Patient | Concern | Community Resource |
|----------------|---|---------------------------|
| Theresa | Access to Prenatal Care without insurance | Planned Parenthood |

Please use community resources in the city where the patients are located. All of the scenarios above take place in Miami.

Hint for #s 2&3: The professional literature in the field has a plethora of articles about how to conceptualize family therapy cases from various theoretical models and apply treatment for specific concerns. (1 page, can be a chart format like in placement).

4) **Personal Reflection:** Think about your own social location(s). Imagine if you were assigned to the characters in the scenario you chose how your social location(s) (see Watts-Jones, 2010) might intersect with those of the character. What are areas of difference, oppression, unearned privilege, etc., that might arise. Identify at least two areas of countertransference you might face in working with at least one of the characters. What areas do you need to address regarding your own bias? (1-2 pages)

5) Reference Page

Total Paper should be 6-8 pages (excluding reference page); double spaced, with a 12-point font of your choice. Papers should integrate a minimum of 4 peer reviewed reference citations APA 6th edition style from peer-reviewed journals relevant to social work. Readings from the course syllabus may be used in the paper but will not count towards the minimum 4 peer-reviewed citation requirement. Students are expected to demonstrate competency in research-based and clinical writing. Papers will be submitted through Canvas. Any late paper will lose 5 points a day (24 hours) for each day late. **Final paper is a total of 40% of your grade.**

Learning Objectives for final paper:

- 1) Provide an opportunity for independent exploration and reflection about family therapy and several of the topics we covered in class this semester;
- 2) Exposure to examples of the impact of social location(s) as it relates to family systems conceptualization;
- 3) Challenge the student to think outside of their usual paradigm;
- 4) Provide awareness of the diversity of ideas, research, and approaches that are in the literature about couples, families, and communities;
- 5) Challenge the student to examine new ways thinking and methods of clinical work with families.

Means of Evaluation for final paper:

- 1) Papers should be clearly written and well organized;
- 2) Students are expected to demonstrate competency in research-based and clinical writing;
- 3) References should be in accordance with APA 6th edition; (see <http://askus.baker.edu/faq/218059> for information on where/when to cite a source)
- 4) Ideas and theories should be backed by reference citations;
- 5) Papers should reflect critical thinking about the issue(s);
- 6) All specific criteria are completed as per the instructions i.e. "Identify at least two areas of countertransference";
- 7) Papers should incorporate topics covered in class.

Quizzes (20% of final grade)

The instructor will give an on-line quiz on canvas after the completion of each module/class. Quiz content will be on the concepts discussed in that particular class/module. The quiz will be open book and open note. Some quizzes will contain 4 multiple choice questions. Other quizzes will involve various exercises that provide the student an opportunity to demonstrate their understanding of the course material as well as their participation in various learning activities. If you answer all 4 questions correctly, you receive a 100. Three correct questions receive an 85, 2 a 75, 3 a 65, and none a 55. If you do not take the quiz, you will receive a 0. **As quizzes are a measure of class participation you can only take the quiz if you were actually in class that week. Attendance in class the day of the corresponding quiz is mandatory to take the quiz. No make quizzes are available.** You will have approximately 56 hours after each class/module to complete each quiz. Quizzes will be live on Canvas at 4 pm at the end of each class and will remain live until Friday at 11:59 pm.

Open Mic Night (will count as one of the quizzes)

Participants are invited to participate in the "Open Mic" night the last meeting of the class. This space is an opportunity for individuals to be vulnerable and honest in their personal processes of understanding "family" in the context of this course and their own personal or professional relationship to this concept. Take this wherever you want to go! The instructor

encourages integration of social location, intersectionality, and the undoing systems of oppression. Participants should reflect on thoughts that have sat with them throughout the semester. Participants are encouraged to comment on content, discussions, and activities that have impacted their perspective as they attempt to understand the meaning and purpose of "family" in social work practice.

Forms of expression can be shared through the individual's creative discretion (e.g. poem, narrative, meditation, art, spoken word, group exercise, music, song, etc.).

Alternative assignment: If you would prefer to not participate in the open mic night please write a 2-page, double spaced reflective paper summarizing what you learned this semester and how it can impact your practice with families and/or perspective on your own family. References not required unless citing someone else's work.

NOTE: No extra credit is offered in this course.

The grading scale for this course is as follows:

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

Professional Expectations of Student Behavior

The Florida Atlantic University School of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The School of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

1. **Accountability:** Attend class, arrive on time, and return from break in a timely manner.
Participate in group activities and assignments at a comparable level to peers.
Complete work in a timely fashion and according to directions provided.
Come to class prepared, with readings and other homework completed.
2. **Respect:** Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.
Listen while others are speaking.
Give feedback to peers in a constructive manner.
Approach conflict with peers or instructors in a cooperative manner.
Use positive and nonjudgmental language.
3. **Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.

Maintain any information shared in class, dyads or smaller groups within that unit. Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.) Never use names of clients or disclose other identifying information in the classroom.

4. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.

Come to class with books, handouts, syllabus, and pens

Seek out appropriate support when having difficulties to ensure success in completing course requirements.

Take responsibility for the quality of completed tests and assignment.

Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.

5. **Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.

Academic: Commit yourself to learning the rules of citing other's work properly.

Do your own work and take credit only for your own work.

Acknowledge areas where improvement is needed.

Accept and benefit from constructive feedback.

Submission of Papers: Students will submit their written assignments on paper and electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.

6. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.

Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.

Exhibit a willingness to serve diverse groups of persons.

Demonstrate an understanding of how values and culture interact.

7. **Communication:** Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.

Demonstrate assertive communication with peers and instructors.

Practice positive, constructive, respectful and professional communications skills with peers and instructor: (body language, empathy, listening)

8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.

Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.

Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

Consequences of Unacceptable Behavior

The School of Social Work may terminate a student's participation in the program on the basis of professional non-suitability if the School's faculty members determine that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the FAU School of Social Work Student Manual, or the FAU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.
2. Academic cheating, lying, or plagiarism.
3. Behavior judged to be in violation of the NASW Code of Ethics.
4. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
5. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the School or in the field placement).
6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
7. Documented evidence of criminal activity occurring during the course of study.

For additional university-wide policies and regulations see the [FAU Catalog](#). This web site contains information on grading, incomplete grades, cheating on exams, plagiarism, expectations of student behavior, and communications devices (e.g., cell phones to be disabled during class sessions).

Policy on makeup tests, late work, and incompletes (if applicable).

If you do not accept late work or apply penalties to late work, state so. Please note that students may not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical, and theatrical performances, and debate activities. Instructors must allow these students to make up missed work without any reduction in the student's final course grade. Reasonable accommodation must also be made for students participating in a religious observance. Also, note that grades of Incomplete ("I") are reserved for

students who are passing a course but have not completed all the required work because of exceptional circumstances. If your college has elaborated on this policy, state so here.

Class Attendance and Participation

Social work education is designed to help students prepare for professional practice. In order to model ethically appropriate practice, please treat coming to classes as you would treat working at an agency. Given the Council on Social Work Education's requirements for professional behavior, *attendance for all classes is required*. More than one unexcused absence, excessive tardiness, or patterns of leaving early may result in a reduction of the final grade. Students may be asked to present a written excuse from a healthcare provider for excused absences due to illness or other documentation for other circumstances. Since participating in class is an integral part of social work education, it is vital that the student be in class; therefore, *even with excused absences, the student may be required to withdraw or retake the class*. If a student misses more than 2 classes – whether or not there is a documented, excused absence – the student may receive a substantial decrease in the final grade. As per FAU policy, attendance at the first class is mandatory. If a student misses the first class, that student will be asked to withdraw from the course and re-register in a future term.

SafeAssign and/or Turnitin

Students agree that by taking this course all required papers and may be subject to submission for textual similarity review to SafeAssign/turnitin for the detection of plagiarism. All submitted papers will be included as source documents in the SafeAssign/turnitin reference database solely for the purpose of detecting plagiarism of such papers.

Class Attendance and Participation

Social work education is designed to help @students prepare for professional practice. In order to model ethically appropriate practice, please treat coming to classes as you would treat working at an agency. Given the Council on Social Work Education's requirements for professional behavior, *attendance for all classes is required*. More than 10% or 5 hours of unexcused absence, excessive tardiness, or patterns of leaving early may result in a reduction of the final grade. Students may be asked to present a written excuse from a healthcare provider for excused absences due to illness or other documentation for other circumstances. Since participating in class is an integral part of social work education, it is vital that the student be in class; therefore, *even with excused absences, the student may be required to withdraw or retake the class*.

Policy on Use of Technology and Recording Devices in the Classroom

The School of Social Work prohibits the use of computers, audio recording, or video recording devices during instructional activities in classrooms, laboratories, and studios without the expressed written consent of the instructor. This prohibition does **not** apply to specific accommodations approved by the FAU Student Accessibility Services. When the instructor's consent is given, the materials produced are for personal use only and are not for distribution or sale in any fashion.

Textbooks and Course Readings

The two textbooks required for this course are:

Goldenberg, I., Stanton, M., & Goldenberg, H. (2017). *Family therapy: An overview (Ninth edition)*. Boston, MA: Cengage.

Walsh, F. (2012). *Normal family process: Growing diversity and complexity*. New York, NY: Cengage.

Both books are available at the campus bookstore or an Amazon.com.

Other course readings may be distributed in class or via CANVAS (see <http://canvas.fau.edu>). Please set notifications on CANVAS, including whether you want email notifications to go to your FAU email or another address (using FAU email is generally preferred). If you are experiencing problems logging onto MyFAU or CANVAS, please contact the helpdesk at 561.297.3999.

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.

| <i>Class</i> | <i>Topics</i> | <i>Readings / Due Dates / Tests</i> |
|--------------------------------|--|--|
| Week 1 Jan 13 th | Introduction to Class & Topic Review of Syllabus Adopting a Relational Perspective Social Justice & Family Therapy Location of Self Generalist Approach | <ul style="list-style-type: none"> • Goldenberg Chapters 1 • Canvas: McDowell, et al. • Canvas: Watts-Jones |
| Week 2 Jan 20 nd | Part 1: Established Schools of Family Therapy Family Life Cycle Systemic Approach | <ul style="list-style-type: none"> • Goldenberg Chapter 4 • Walsh 16 |
| Week 3 Jan 27 th | Transgenerational/Bowenian Family Therapy Feminist Approach to Family therapy | <ul style="list-style-type: none"> • Goldenberg Chapter 8 • Canvas: Papp |
| Week 4 Feb 3 rd | Psychodynamic Models of Family Therapy | <ul style="list-style-type: none"> • Goldenberg Chapter 7 |
| Week 5 Feb 10 th | The Structural Model of Family Therapy Working in the system: Family Supportive Skills | <ul style="list-style-type: none"> • Goldenberg Chapter 10 • Canvas: Minuchin et al, chapter 3 |
| Week 6 Feb 17 th | The Strategic Models of Family Therapy Changing the System | <ul style="list-style-type: none"> • Goldenberg Chapter 11 • Canvas: Minuchin et al, chapter 4 |
| Week 7 | Cognitive & Behavioral Family Therapy | <ul style="list-style-type: none"> • Goldenberg Chapter 12 |

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| Feb 24th | Exam Review | |
| Week 8 March 2nd | Midterm in class | |
| Week 9 3/7-3/15 | Spring Break | |
| Week 10 March 16th | Narrative Family Therapy Post Modern Models of Family Therapy | <ul style="list-style-type: none"> • Goldenberg Chapters 13 & 14 |
| Week 11 March 23rd | Part 2: Special Topics in Family Therapy Substance Abuse & Family Therapy | <ul style="list-style-type: none"> • Canvas: Minuchin et al, chapter 5 • Canvas: Howard |
| Week 12 March 30th | Divorce, Remarriage, & Stepfamilies | <ul style="list-style-type: none"> • Walsh 5&7 |
| Week 13 April 6th | Online class 4/8/20 Film: Moonlight Multiple themes: Race, Sexual Orientation, LGBTQ, African American families, SES, Impact of Incarceration on Families, Abuse, Family Life Cycle, Community, & Addiction (Informed Consent for film will be posted to Canvas) | <ul style="list-style-type: none"> • Goldenberg 3 • Walsh 8 |
| Week 14 April 13th | Guest speaker: Macy O. Adoptive families & Foster Care Joint class | <ul style="list-style-type: none"> • Walsh Chapter 10 • Canvas Goldberg et al. |
| Week 15 April 20th | Open Mic Night Course conclusion Final Paper due | |

- 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.

Bowen, M. (1978). *Family Therapy in Clinical Practice*. New York, NY: Jason Aaronson.

Goldberg, A. Manley, M., Frost, R., & McCormick, N. (2019). Conceived through rape/incest? Adoptive parents' experiences managing uncertainty and disclosure surrounding their children's origins. *Family Process*. Advanced online publication. DOI: [10.1111/famp.12491](https://doi.org/10.1111/famp.12491)

Boyd-Franklin, N. (2003). *Black families in therapy: Understanding the African American experience*. New York, NY: Guilford.

Howard, H. (2015) Reducing Stigma: Lessons from Opioid-Dependent Women. *Journal of*

Social Work Practice in the Addictions, 15 (4), 418-438. DOI: 10.1080/1533256X.2015.1091003

McGoldrick, M., Gerson, R., & Petry, S. (2008). *Genograms: Assessment and intervention (3rd Ed.)*. New York NY: Norton Professional Books.

McDowell, T., Knudson, M., & 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:10.1111/famp.12383>

Minuchin, S. (1992). *Family therapy techniques*. Cambridge, MA: Harvard University Press.

Minuchin, P., Colapinto, J., Minuchin, S. (2007). *Working with families of the poor, 2nd edition*. New York, NY: Guilford Press.

Papernow, P. (2013). *Surviving and thriving in stepfamily relationships: What works and what doesn't*. New York, NY: Routledge.

Papp, P. & Imber-Black, E. (1996). Family themes: Transmission and transformation. *Family Process*, 35(1), 5-20. <https://doi.org/10.1111/j.1545-5300.1996.00005.x>

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Online Etiquette (Netiquette)

Due to the casual communication common in online environments, students are sometimes tempted to relax their grammar, spelling, and/or professionalism when using discussion boards, email, or other online technologies; however, remember you are adult students and professionals—your communication should be appropriate whether it is online or otherwise. You are expected to use correct spelling and grammar, writing complete sentences for your online responses. Also, please note that in the online environment you do not have the advantage of voice inflection or gestures. As a result, sarcasm can come across very negative, so this form of communication should be avoided. When conducting peer reviews or responding to classmates' posts, remember that you are responding to the ideas of the writer: keep your communication professional and on-topic.

Students must demonstrate professionalism in all communication (i.e., be respectful and recognize and manage personal values in a way that allows professional values to guide practice). See professional expectations for more details regarding attendance, punctuality, and preparation. Failure to adhere to these expectations may result in a reduction of the final grade. [CBs 1a, 2a,]

Social Media Policy

Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g., Facebook, Twitter, etc.) and other forms of electronic communication (e.g., blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, future employers, and others. Social work students are expected to make every effort to minimize material that could be considered inappropriate for a professional social worker in training. Because of this, social work students should manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students should consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way.

Additionally, students should critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the FAU School of Social Work and the NASW Code of Ethics. Social work students should consider that they will be representing professional social work practice as well as the FAU School of Social Work while in the classroom, the university community, and the broader area communities.

To maintain appropriate professional boundaries, social work students should avoid “friending” clients, that is, allowing clients to connect with your personal Facebook, Twitter, or other personal social media accounts. As a student, you should also maintain professional boundaries with professors, field educators, and other professionals at your field agencies.

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 Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/

DISCRIMINATION OR HARASSMENT – 561-297-3004

Students with concerns about on-campus discrimination or harassment (including sexual harassment) can contact the Office of Equity, Inclusion, and Compliance for assistance (<https://www.fau.edu/eic>). The Boca Raton office is located in Administration Building Room 265. FAU's full Nondiscrimination Policy is posted at <http://www.fau.edu/regulations/chapter5/Reg%205.010%206-2015.pdf>

RELIGIOUS HOLIDAYS

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

ATTENDANCE

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed.

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

CODE OF ACADEMIC INTEGRITY

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty 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 [University Regulation 4.001](#).

COUNSELING & PSYCHOLOGICAL SERVICES (CAPS) CENTER

additional information on student rights and responsibilities, please see the FAU Catalog at Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

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 MSW policies at <http://cdsi.fau.edu/ssw/current-students/msw>