



# GRACE ABBOTT SCHOOL OF SOCIAL WORK

## SOCIAL WORK PRACTICE WITH FAMILIES

SOWK 8250 | 3 credit hours

Class Meetings: TBD

**Instructor:** TBD

**Office:** TBD

**Office Phone:** TBD

**Email:** TBD

**Office Hours:** TBD

**Department:** Grace Abbott School of Social Work

**Main Office:** 206 CPACS

**Dept. Phone:** 402.554.2793

**Dept. Email:** [graceabbott@unomaha.edu](mailto:graceabbott@unomaha.edu)

## 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. Critique selected major theoretical models of family therapy.
2. Compose a theoretically informed assessment and treatment plan relevant to the family context.
3. Critique characteristics of diverse family structures and systems, including anti-racism, diversity, equity, and inclusion (A DEI).

### REQUIRED TEXT(S)/SUPPLEMENTAL MATERIALS

#### Required Text(s)

TBD

### COURSE STRUCTURE/FORMAT

Lecture, discussion, experiential learning experiences, video and Internet resources, and guest presentations.

### TENTATIVE COURSE SCHEDULE

Session/Date	Topic	Assignment
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/Date	Topic	Assignment
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	TBD
Last day to withdraw from a course (via MavLink) with a grade of “W”	TBD

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)

<b>Exams (2)</b> Two exams worth 10 points each.	20 points (total)
<b>Article Review (1)</b> One article review worth 15 points.	15 points (total)
<b>Family of Origin Paper (1)</b> One family of origin paper worth 25 points.	25 points (total)
<b>Clinical Case Group Project (1)</b> One group project with 30 points.	30 points (total)
<b>Attendance and Participation</b>	10 points (total)
	<b>100 points (total)</b>

### GRADING SCALE

Percent	Final Grade	Quality Points
98–100%	A+	4.00
94–97.9%	A	4.00
91–93.9%	A-	3.67
88–90.9%	B+	3.33
84–87.9%	B	3.00
81–83.9%	B-	2.67
78–80.9%	C+	2.33
77–77.9%	C	2.00
71–73.9%	C-	1.67



Percent	Final Grade	Quality Points
68–70.9%	D+	1.33
64–67.9%	D	1.00
61–63.9%	D-	0.67
Below 60.9%	F	0.00

## 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](mailto: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](http://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 2022 Educational Policies and Accreditation Standards (EPAS) which is required for all accredited social work programs.

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, racial, economic, and environmental justice.



3. Engage anti-racism, diversity, equity, and inclusion (A DEI) in practice.
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. The CSWE 2022 EPAS core competencies are identified in the first column and mapped to the Student Learning Outcomes (SLOs), the field practicum learning contract assignments and the CSWE 2022 EPAS Dimensions.

<b>EPAS Competency*</b>	<b>Course Objective/Student Learning Outcome</b>	<b>Assignment</b>	<b>Dimension*</b>
3 = Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice	3.Critique characteristics of diverse family structures and systems, including anti-racism, diversity, equity, and inclusion (A DEI).		
4 = Engage in Practice-Informed Research and Research-Informed Practice	1.Critique selected major theoretical models of family therapy.		
7 = Assess Individuals, Families, Groups, Organizations, and Communities	2.Compose a theoretically informed assessment and treatment plan relevant to the family context.		
8 = Intervene with Individuals, Families, Groups, Organizations, and Communities	2.Compose a theoretically informed assessment and treatment plan relevant to the family context.		



\*Dimensions Key:

K = Knowledge

S = Skills

V = Value

CAP = Cognitive and Affective Processing

## REFERENCES AND SUPPLEMENTAL MATERIALS

### References

- American Association for Marriage and Family Therapy. (2019). *Code of Ethics*. Alexandria, VA: American Association for Marriage and Family Therapy.
- American Psychiatric Association (2020) *Publication Manual of the American Psychological Association*. (7<sup>th</sup> ed.). Washington, D.C.: American Psychiatric Association.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders*. (5<sup>th</sup> ed.). Washington, D.C.: American Psychiatric Association.
- Gladding, S. (2018). *Family therapy history, theory, and practice*. (7<sup>th</sup> ed.). Boston, MA: Pearson Publishing.
- Goldenberg, I. (2017). *Family therapy: An overview*. (9<sup>th</sup> ed.). Boston, MA: Cengage Learning.
- Hanna, S. (2018). *The Practice of family therapy, key elements across models*. (5<sup>th</sup> ed.). New York, NY: Routledge.
- McGoldrick, M., Giordano, J. & Pearce, J. (2019). *Ethnicity and family therapy*. (5<sup>th</sup> ed.). New York, NY: Guilford Press.
- McGoldrick, M. & Hardy, K. (2019). *Re-Visioning family therapy: race, culture, and gender in clinical practice*. (3<sup>rd</sup> ed.). New York, NY: Guilford Press.
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- Schwartz, R.C. (2018). *Internal family systems therapy*. New York, NY: Guilford Press.
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- Walsh, F. (2017). *Strengthening family resilience*. (3<sup>rd</sup> ed.). New York, NY: Guilford Press.

### Classic References

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- Falicov, C. (2014). *Latino families in therapy*. (2<sup>nd</sup> ed.). New York, NY: Guilford Press.
- Harvey, J.H. & Fine, M.A. (2010). *Children of divorce: Stories of loss and growth*. (2<sup>nd</sup> ed.). New York, NY: Routledge.
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- Luepnitz, D. (2002). *The Family interpreted: Psychoanalysis, feminism, and family therapy*. New York, NY: Basic Books.
- McGoldrick, M., Gerson, R. & Petry, S. (2008). *Genograms*. (3<sup>rd</sup> ed.). New York, NY: W.W. Norton.
- McNeece, C.A. & DiNitto, D.M. (2011). *Chemical dependency: A systems approach*. (4<sup>th</sup> ed.). Boston, MA: Pearson Education.
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