

**University of Texas at El Paso**  
**MSW Program**  
**SOWK 5332 Social Work Theory and Practice with Families**

Instructor: Hyejin Jung, PhD, MSW

Office: Health Science Nursing Bld. #434

Term: Spring 2020

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Classroom: Health Science Nursing Bld, Room 216

Class Meeting Time: 3:00pm-5:50pm, Mondays

### **I. Course Description**

This course continues to build on the series of theory and practice courses to advance knowledge and skills in family social work practice. A focus on specific interventions in the assessment and treatment of family problems within a border context will overlay an examination, from an evidenced based practice lens, of family therapy, theory and family social work practice. Mandatory student participation in simulated family session and case analysis from the students' field placement will provide them with practice context to refine their critical thinking, assessment, and intervention skills.

### **II. Course Objectives**

#### *Knowledge*

1. Increase students' knowledge base relating to family assessment and intervention through critical examination of family therapy and family social work practice theories and models.
2. Increase students' capacity to formulate a hypothesis in assessing family problems using theoretical frameworks to inform the clinical decision making process.
3. Increase students knowledge about family centered interventions and their applicability to a broad range of problems facing families. A special emphasis will be placed on the contextual, economic, bi-national/cultural, and sociopolitical implications of family and social work in a border region.

#### *Skills*

1. Students will demonstrate the ability to apply family development and the life cycle to family assessment and interventions
2. Upon completing this course, students will demonstrate skills in initial engagement, rapport building, and goal development with family systems.
3. Upon completing this course, students will demonstrate beginning intervention skills: confrontation, reframing, restructuring and use of metaphor.
4. Upon completing this course, students will be able to demonstrate the ability to conduct a family assessment including a hypothesis, intervention plan founded on relevant theoretical frameworks.
5. Students will develop a beginning capacity to critically analyze the impact of their own family on their practice with families.

### **III. Course Competencies**

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

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

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

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences;
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

#### **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

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

- Critically analyze, monitor, and evaluate intervention and program processes and outcomes;
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

## **IV. Course Materials**

### **Required Text:**

Nichols, M. & Davis, S. (2016), *Family Therapy: Concepts and Methods* (11<sup>th</sup> Ed), Hoboken, NJ: Pearson.

### **Recommended Text:**

Collins, D., Jordan, C., & Coleman, H. (2013). *An Introduction to Family Social Work* (4<sup>th</sup> edition), Brooks Cole: CA.

### **Supplemental Texts and Articles:**

Students will be required to read and critically evaluate articles from the professional literature related to the course theory and practice. Detailed instructions will be provided for preparing evidence-based practice assignments based on this critical reading.

Publication manual of the American Psychological Association (6th ed.). (2009). Washington, DC: American Psychological Association.

Purdue Online Writing Lab (OWL) OWL (<https://owl.english.purdue.edu/owl/>) provides writing resources for free. The homepage links to other resources, including APA style guides. If you are not familiar with APA style writing, please visit this website and learn how to write in APA academic writing style.

## **V. Course Requirements**

Grades for the course will be assigned based on the total number of points earned out of a total of 1000 points available. Points correspond to the following course assignments:

### **1) Case Analysis Paper (30%) or 300 points: April 20 by 3PM [Blackboard Submission]**

The assignment will be a written case analysis requiring critical application of theory to a case example. A detailed assignment description will be made available.

### **2) Quizzes (20%) or 200 pts**

Each student will complete a quiz available on blackboard at least two days prior to the following class. The quiz is based on the content of the chapters we review in the class (**See the Course Outline for due dates of each quiz schedule**). This will support your learning and

understanding of class materials. Reminder: The quiz should be done at least 48 hours prior to the following class. If you experience technical issues while you are completing a quiz, it is your responsibility to send the proof (e.g., screenshot of error messages) to the instructor for consideration within 24hrs.

### **3) Evidence-Based Practice Presentation and One-Page Report (30%) or 300 points:**

The assignment will help students experience evidence-based practice in the field of family practice. Students will form a group, select a specific topic pertaining to issues family experiences, assess prevalence and impact of issues, identify family therapy/theory/intervention that are proven to be effective for the family issue, and critically analyze the therapy/theory/intervention as well as research literature. A detailed assignment description will be made available.

### **4) In class Exercises & Participation (20%) or 200 pts**

Attendance, punctuality, active participation, helpful feedback, and thoughtful contributions are essential to a meaningful learning experience with deeper comprehension of the material. Your class attendance and active participation is vital not only to your learning, but to your classmates' learning as well. Therefore, you are expected to contribute consistently and conscientiously to the class and/or group discussions.

Each class will require students' experiential engagement of theoretical material as well as application of clinical skills. Students are awarded points each class period based on the quality and quantity of their engagement and participation in, but are not limited to, classroom discussion, in-class activities/exercises, and role plays.

Each time you come to class, find an attendance sheet and sign in. **It is your responsibility to make sure you sign in every class. No signature means that you missed a 3 hour class meeting.**

- Attendance & Participation: 60 pts
- Family therapy/theory peer-teaching: 80 points
  - Each student/group uploads two research articles related to the selected theory to Blackboard no later than 24 hours prior to their peer-teaching.
- Case example writing exercises: 20 points
- Concept presentation: 20 points
- Case analysis peer evaluation: 20 points

## **VI. GRADING**

Course grades will be assigned based on a total number of points out of 1000 points possible earned during the semester.

- A = 100 - 90 % (Excellent)
- B = 89 - 80 % (Good)
- C = 79 - 70 %
- D = 69 - 60 %
- F = 59 %

## VII. CLASS POLICIES

**Syllabus Changes:** The instructor reserves the right to make changes to the syllabus at any point during the semester.

**Late assignments:** Any assignment that is not turned at the beginning of the class period on the day it is due will be considered late. While extenuating circumstances may be taken into consideration, late assignments will be lowered by 10% of point value for each day the assignment is late. Assignments past due one week are not accepted.

**Attendance and the Drop Deadline:** Students who miss more than **TWO** classes will be dropped from the class. Extenuating circumstances may be taken into consideration at the instructor's discretion. **Documentation should be offered and provided if requested for the absence to be considered excused (e.g., doctor's note, letter from your employer, etc.) within a reasonable time frame.**

Students wishing to drop a course and receive a grade of W must do so prior to the Drop Deadline. Dropping a course after that time will result in an automatic grade of F.

**Confidentiality:** Information shared in class about agencies and clients is considered to be covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. However, discussion outside of class with individuals not in this class or with other class members in settings where you cannot assure that no one else may overhear the conversation is considered a breach of confidentiality and will result in recommendation against remaining in the social work program.

**Cell Phones, Computer/Laptop, and Other Electronic Device Use:** Due to their disruptive nature and in the respect for your fellow students please set your cell phones and all other electronic devices on silent. If it is necessary to take an emergency phone call, please leave the classroom. Cell phones and all other electronic devices must be turned off during exams.

Students may use laptops and handheld computers in class for class-related purposes only. To engage in other types of computer use and/or electronics use (e.g., accepting or making phone calls, texting, surfing the net, etc.) is unprofessional and disruptive to the course. Thus, students who violate this policy may be asked to leave the classroom.

**Professional Conduct in Class:** Students are expected to act like professionals in class. This means arriving at class on time, being prepared to participate in the class discussion, and showing respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment students will be exposed to diverse ideas and opinions, and sometime will not agree with the ideas expressed by others. However, you will be expected to engage one another with respect and professionalism.

**Classroom Civility:** A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work deals with complex and controversial issues. These issues may be

challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. Students are responsible for treating others with courtesy and respect and should promote group cohesion in an effort to create a safe learning environment. Students are expected to listen to the concerns and opinions of others with openness and provide suggestions.

### **VIII. AMERICANS WITH DISABILITIES ACT**

The University of Texas at El Paso is committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

UTEP is dedicated to providing reasonable accommodations to students with disabilities so they have equal access and opportunity to complete their education. University policy states that the student is responsible for informing The Center for Accommodations and Support Services (CASS) of their disability, and for requesting accommodations within two weeks of the start of each semester. CASS determines whether students need accommodation, and assists the instructor in providing accommodation.

If you have or suspect you may have a disability and need accommodations, you should contact The Center for Accommodations and Support Services (CASS) at 747-5148. You can also email the office at [cass@utep.edu](mailto:cass@utep.edu) or visit Room 302, Union Building East. For additional information, visit the CASS Website at <http://sa.utep.edu/cass/>.

### **IX. ACADEMIC DISHONESTY**

It is the philosophy of the University of Texas at El Paso that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

### **X. Title IX Statement**

Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual

violence, including rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. All such acts of sexual violence are forms of sexual harassment covered under Title IX.

In accordance with Title IX of the Education Amendments of 1972, UTEP does not discriminate on the basis of sex in the operation of its educational programs and activities. This commitment to non-discrimination applies to both employment in and admission to such programs and activities. [Link to full text at <http://admin.utep.edu/Default.aspx?tabid=68750>]

**Inquiries regarding Title IX should be referred to the University's Title IX Coordinator(s):**  
Sandy Vasquez , Title IX Coordinator (Investigation of concerns related to Faculty and Staff)

**915.747.7873 [svasquez@utep.edu](mailto:svasquez@utep.edu)**

Dr. Charlie Gibbens, Deputy Title IX Coordinator (Investigation of concerns related to Students),

**915.747.7482 [cegibbens@utep.edu](mailto:cegibbens@utep.edu)**

Dr. Catie McCorry-Andalis, Deputy Title IX Coordinator (Education, Training and Outreach)

**915.747.5648 [cmandalis@utep.edu](mailto:cmandalis@utep.edu)**

### **Related Resources**

- Center Against Family Violence Hopelines: **915.593.7300 or 1.800.727.0511**
- El Paso Police Department (**911**) or UTEP Police Department (**747-5611**).
- For suspected harm of children or older persons, Child/Adult Protective Services **1-800-252-5400**.
- National Domestic Violence Hotline **1-800-799-SAFE (7233)**.

### **Student Support Services**

All students experience stress and emotional challenges. The following resources can help those feeling stressed, experiencing loss, and considering ending their life.

- UTEP's Counseling Center offers free counseling to all students with the same number leading to an after-hours crisis line: **(915) 747-5302**
- Mental Health Crisis Line **(915) 779-1800**
- National Suicide Prevention Hotline **1-800-273-8255** and Veterans Crisis Line **1-800-273-8255**
- NAMI of El Paso (National Alliance Against Mental Illness) **(915) 534-5478**

## XI. COURSE SCHEDULE

[This course schedule is subject to change]

Week	Readings	Assignments	Experiential	Competencies
<b>1</b> 1/27	Nichols Introduction & Ch. 1: Foundations of FT & Evolution of FT	Familiarize yourself with the syllabus	Use of self and personal style	1, 2
<b>2</b> 2/3 <b>5pts</b>	Nichols Ch. 2 & 3: Basic Techniques of FT & Fundamental Concepts of FT	<b>Concept presentations:</b> <ul style="list-style-type: none"> <li>• Cybernetics</li> <li>• Systems Theory</li> <li>• Social Constructionism</li> <li>• Attachment Theory</li> <li>• Interpersonal context &amp; Complementarity</li> <li>• Circular Causality &amp; Triangles</li> <li>• Process/Content &amp; Family Structure</li> <li>• Family Life Cycle &amp; Family Narratives</li> </ul> <b>Case example writing exercises</b>	Group activities	1, 7
<b>3</b> 2/10 <b>5pts</b>	Nichols Ch. 4 & 5: Bowen Family Systems Therapy & Strategic Family Therapy	<b>Quiz 1 (Ch 3)</b>  <b>Peer-Teaching</b>	Case analysis, Role play, & Group activities	1, 2, 6, 7, 8
<b>4</b> 2/17 <b>5pts</b>	Nichols Ch. 6 & 7: Structural Family Therapy & Experiential Family Therapy	<b>Quiz 2 (Ch 4 &amp; 5)</b>  <b>Peer-Teaching</b>	Case analysis, Role play, & Group activities	

<b>5</b> 2/24 <b>5pts</b>	Nichols Ch. 4-7	<b>Quiz 3 (Ch 6 &amp; 7)</b>	Case analysis, Role play, & Group activities	1, 2, 6, 7, 8
<b>6</b> 3/2 <b>5pts</b>	Nichols Ch. 8 & 9: Psychoanalytic Family Therapy & Cognitive- Behavioral Family Therapy	<b>Peer-Teaching</b>	Case analysis, Role play, & Group activities	1, 2, 6, 7, 8
<b>7</b> 3/9 <b>5pts</b>	Nichols Ch. 10, 11 & 12: Family Therapy in the 21 <sup>st</sup> Century, Solution Focused Therapy & Narrative Therapy	<b>Quiz 4 (Ch 8 &amp; 9)</b>  <b>Peer-Teaching</b>	Case analysis, Role play, & Group activities	1, 2, 6, 7, 8
<b>8</b> 3/16	<b>Spring Break</b>			
<b>9</b> 3/23 <b>5pts</b>	Nichols Ch. 8-12	<b>Quiz 5 (Ch 11 &amp; 12)</b>	Case analysis, Role play, & Group activities	1, 2, 6, 7, 8
<b>10</b> 3/30 <b>5pts</b>	Nichols Ch. 10 & 13: Family Therapy in the 21 <sup>st</sup> Century & Comparative Analysis		Case analysis, Role play, & Group activities	1, 2, 6, 7, 8
<b>11</b> 4/6 <b>5pts</b>		<b>Quiz 6 (Ch 13)</b>  <b>Family Assessment Practice</b>	Case analysis, Role play, & Group activities	1, 2, 6, 7, 8
<b>12</b> 4/13 <b>5pts</b>		<b>EBP Presentation &amp; Final Report Discussion</b>	Case analysis, Role play, & Group activities	7, 8, 9
<b>13</b> 4/20 <b>5pts</b>		<b>Case Analysis Paper due by 3PM [Blackboard Submission]</b>	Case analysis, Role play, & Group activities	1, 2, 7, 8, 9

<b>14</b> 4/27 <b>5pts</b>		<b>Case Analysis  Discussion &amp; Peer  Evaluation</b>		
<b>15</b> 5/4	<b>EBP Presentation &amp; Final Report</b>			