USC | School of Social Work

Social Work 602
Sections # 67488 and 67489

Advanced Theory and Clinical Interventions with Families
3 Units

Instructor: Mary Beth Harris, PhD, LCSW
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Office Hours: Monday and Wednesday 10:00-11:00 PST
Course Day: Monday
Course Times:
Section 67488, 10:15-11:30 a.m. PST
Section 67489, 12:00-1:15 p.m. PST

I. COURSE PREREQUISITES

SOWK 505 and SOWK 545

II. CATALOGUE DESCRIPTION

Advances students' knowledge and clinical skills working with diverse urban families experiencing various stressors. Exploration and application of a range of family therapy models.

III. COURSE DESCRIPTION

This course advances students' theoretical knowledge and clinical practice skills in working with families. Viewing the family as the unit of attention, the course utilizes a family systems perspective and integrates concepts such as family stress and resilience, family life cycle theory, and the problem-solving process in understanding and treating families through the phases of treatment, from engagement and assessment to termination, evaluation, and follow-up.

Emphasis is placed on the development and enhancement of knowledge, skill, theories, and values specific to clinical family practice. Various family therapy models will be introduced, with an emphasis on those substantiated by evidence-based research. Theories of the family, family development and diverse family structures are examined. Several specific issues commonly faced by families in urban environments such as poverty and violence as well as race/ethnicity and oppression are also examined.

IV. COURSE OBJECTIVES

The Advanced Theory and Clinical Interventions with Families course (SOWK 602) will:

Objective #	Objectives
1	Assist students to critically examine theories of family development, family stress and resilience and the systems paradigm and provide them with opportunities to develop a framework for understanding the problems faced by children and families.

Objective #	Objectives
2	Assist students to develop skills with which to analyze the influence of communities, neighborhoods, and cultures on families.
3	Teach students to integrate theories and empirical research knowledge while designing and implementing EBP interventions of various family treatment models.
4	Provide students with opportunities to activate the treatment process after selecting from a variety of family theories and interventions to match the family's needs and diversity-related factors all the while demonstrating a commitment to social justice.
5	Provide students with opportunities to develop a heightened sense of one's own values resulting from one's demographic status and life experiences which may influence treatment, and assist students to use him/herself sensitively and effectively hen working with diverse client populations.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

The class format consists of a combination of didactic lecture, class discussion, and experiential exercises. These exercises include role-play, small group discussion, use of videotapes, etc. Students will be invited to share case materials from field placement to illustrate and deepen contents of class discussion, and to provide integration of knowledge and experience between the classroom and the field. Confidentiality of information shared in class is always to be observed.

VI. STUDENT LEARNING OUTCOMES

Student learning outcomes for this course relates to one or more of the following ten social work core competencies:

	Social Work Core Competencies	SOWK 602	Course Objective
1	Professional Identity		
2	Ethical Practice	*	5
3	Critical Thinking	*	1 & 3
4	Diversity in Practice	*	2 & 4
5	Human Rights & Justice		
6	Research Based Practice		
7	Human Behavior		
8	Policy Practice		
9	Practice Contexts		
10	Engage, Assess, Intervene, Evaluate	*	4

* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
Ethical Practice—Apply social work ethical principles to guide professional practice. Social workers competent in Ethical Practice: ▪ Fulfill their obligation to conduct themselves ethically and to engage in ethical decision-making. ▪ Are knowledgeable about the value base of the profession, its ethical standards, and relevant law.	1. Recognize and manage personal values in a way that allows professional values to guide practice.	Assignment 1 and Class Participation
	2. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.	Assignment 2
	3. Tolerate ambiguity in resolving ethical conflicts.	Assignment 2 and Class Participation
	4. Apply strategies of ethical reasoning to arrive at principled decisions.	Class Participation

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
Critical Thinking—Apply critical thinking to inform and communicate professional judgments. Social workers competent in Critical Thinking: ▪ Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. ▪ Use critical thinking augmented by creativity and curiosity. ▪ Understand that critical thinking also requires the synthesis and communication of relevant information.	5. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	Assignments 1 & 3
	6. Analyze models of assessment, prevention, intervention, and evaluation.	Assignment 3
	7. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	Assignment 2

Diversity in Practice—Engage diversity and difference in practice. Social workers competent in Diversity in Practice: ▪ Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. ▪ Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. ▪ Appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.	8. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	Assignments 1-3 and Class Participation
	9. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	Assignment 1
	10. Recognize and communicate understanding of the importance of difference in shaping life experiences.	Assignments 1 & 2 and Class Participation
	11. View themselves as learners and engage those with whom they work as informants.	Class Participation

Engage, Assess, Intervene, Evaluate—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities. Social workers competent in the dynamic and interactive processes of Engagement, Assessment, Intervention, and Evaluation apply the following knowledge and skills to practice with individuals, families, groups, organizations, and communities. ▪ Identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals ▪ Using research and technological advances ▪ Evaluating program outcomes and practice effectiveness ▪ Developing, analyzing, advocating, and providing leadership for policies and services ▪ Promoting social and economic justice	12. Engagement: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities. Use empathy and other interpersonal skills. Develop a mutually agreed-on focus of work and desired outcomes.	Assignments 2 & 3
	13. Assessment: Collect, organize, and interpret client data. Assess client strengths and limitations. Develop mutually agreed-on intervention goals and objectives. Select appropriate intervention strategies.	Assignment 3
	14. Intervention: Initiate actions to achieve organizational goals. Implement prevention interventions that enhance client capacities. Help clients resolve problems. Negotiate, mediate, and advocate for clients. Facilitate transitions and endings.	Assignments 2 & 3
	15. Evaluation: Critically analyze, monitor, and evaluate interventions.	Assignment 3

VII.   COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Paper: A Critical Family Transition	Unit 7	40%
Assignment 2: Presentation: Family Case & Related Article	TBA	10%
Assignment 3: Final: Scholarly Research and Intervention Paper	April 21	40%
Class Participation	Ongoing	10%

Each of these major assignments is described below.

Assignment 1: A Critical Family Transition Paper (40%)

Students will write a 7-8 page paper in which you will apply concepts from the first six weeks of class and class readings to examine and discuss a critical transition in family life in your family of origin. The paper will include ethnic and cultural dimensions, as well as reflection on the implications for your work with clients.

Due: Unit 7

This assignment relates to student learning outcomes 1, 5, and 8-10.

Assignment 2: Small Group Presentation (10%)

You will form dyads of two students each. You will present a family case from field, including a family assessment and a discussion of the family-worker relationships. You will integrate relevant article(s) and demonstrate how these readings inform work with this family. Finally, you will present 2-3 consultation questions for a class discussion.

This assignment relates to student learning outcomes 2, 3, 7, 8, 10, 12, and 14.

Due: By Assignment for Specific Class Period

Assignment 3: A scholarly written paper (45%)

You will write a scholarly paper which integrates the theoretical and practice dimensions of the course. You will select and examine a *family problem* that you are dealing with in field placement (substance abuse, divorce and separation, foster placement, mental illness of a family member, etc.), including theories of etiology and effects on the family system. You will research and present evidence-based interventions for this type of problem. Finally, from the available models of family-focused treatment, you will select one model and present it in detail from engagement to termination and follow-up. A case from your internship will be used to illustrate the discussion.

This assignment relates to students learning outcomes 5, 7, 8, and 12-15.

- *Please note: A one page draft of this paper is due week 9 for approval by the professor. The draft should include the topic of focus for the chosen family, the specific theories used to enhance the understanding of the topic, and the specific evidence-based interventions that will be used to describe the hypothetical interventions with this family/problem.*

Due: Day of final (Unit 15) Class at Midnight Pacific Time

Class Participation (10% of Course Grade)

Your involvement in this class is considered essential to your development as a social work practitioner. Your presence in class is essential, as well as being prepared to participate in critical discussion by having read, reviewed, and considered the assigned readings and asynchronous material. You are expected to explore your ideas, contribute in meaningful ways to class discussions and exercises, and actively engage with new perspectives and concepts.

To be clear, it is expected that you will:

(1) Attend class regularly.

(2) Actively and consistently participate in class discussions and exercises.

(3) Demonstrate in your contributions to the class that you have read and considered the assigned readings and asynchronous material.

(4) Submit assignments and additional work promptly.

Failure to meet these expectations will result in a reduction in your grade.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.89	B-	80 – 82	B-
2.25 – 2.59	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

USC School of Social Work Grading Standards

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School:

1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have demonstrated by the student.

(2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment.

(3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.

(4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.

(5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.

(6) Grades between C- to F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

Nichols, M. P. (2014). *The essentials of family therapy* (6th ed.). Boston, MA: Pearson.

Taibbi, R. (2007). *Doing Family Therapy: Craft and Creativity in Clinical Practice* (2nd ed.). New York, NY: Guilford Press.

Recommended Textbook

The following text may be helpful to students while in the Families and Children Concentration. It is not specifically associated with assignments for this class and is not a required text.

Boyd-Franklin, N. (2000). *Reaching out in family therapy: Home-based, school, & community interventions.* New York, NY: Guilford Press.

We also recommend purchasing a copy of the DSM V, which will officially replace the current DSM IV in October 2014. While not required for the course, we will be referring to the DSM, and it is a useful addition to your personal reference library.

On Reserve

All additional required readings that are not in the above required texts are available online through electronic reserve (ARES) under the name of VAC SOWK 602 Lead Instructor, Mary Beth Harris.

Course Schedule—Detailed Description

Unit 1:	Overview: Family Development and Advanced Social Work Practice with Families

Topics

- Definitions of family
- Advanced social work practice with families
- Family developmental theories
- Transitions, stress and coping
- Risk and resilience in family

This Unit relates to course objectives 1 and 5.

Required Readings

Laszloffly, R. (2002). Rethinking family development theory: Teaching with the Systemic Family Development (SFD) model. *Family Relations, 51*(3), *206-215.*

Rothbaum, F., Rosen, K., Ujiie, T., & Uchida, N. (2002). Family systems theory, attachment theory, and culture. *Family Process, 41*(3), *328-351.*

Price, S., Price, C. & McKenry, P. (2010). Families coping with change: A conceptual overview. In *Families and change: Coping with stressful events and transitions* (pp. 1-25). Thousand Oaks, CA: Sage, Publication.

Taibbi, R. (2007). Family therapy: Welcome to Oz. In *Doing family therapy: Craft and creativity in clinical practice* (2nd ed., pp. 1-6.). New York, NY: Guilford Press.

Taibbi, R. (2007). Of theory, philosophy, and courage. In *Doing family therapy: Craft and creativity in clinical practice* (2nd ed., pp. 7-15). New York, NY: Guilford Press.

Recommended Readings

Boyd-Franklin, N. (2000). Cultural, racial and socioeconomic issues. In *Reaching out in family therapy home-based, school & community interventions* (pp. 11-37). New York, NY: Guilford Press.

Simon, J. B., Murphy, J. J., & Smith, S. M. (2005). Understanding and fostering family resilience. *The Family Journal, 13*(4), 427-436.

Unit 2:	Attachment in Family: The Ecology & Development of Family Attachment & Culture

Topics

- Attachment in family
- Ecology of attachment in the family
- Cultural difference in family life and attachment styles

This Unit relates to course objectives 1, 2, and 5.

Required Readings

Bennett, L., Wolin, S., & McAvity, K. (1988). Family identity, ritual, and myth: A cultural perspective on life cycle transitions. In Falicov, C. (Ed.), *Family transitions continuity and change over the life cycle* (pp. 211-234). New York, NY: Guilford Press.(Classic)

Byng-Hall, J. (2008). The crucial roles of attachment in family therapy. *Family Therapy, 30*(2), 129-146.

Shapiro, J. (2010). Attachment in the family context: Insights from development and clinical work. In *Adult attachment in clinical social work practice: Practice, research, and policy* (pp. 147-172). New York, NY: Springer.

Sperry, L. (2010). Culture, personality, health, and family dynamics: Cultural competence in the selection of culturally sensitive treatments. *The Family Journal*, *18*(3), 316-320

Taibbi, R. (2007). The basics. In *Doing family therapy: Craft and creativity in clinical practice* (2nd ed., pp. 16-25). New York, NY: Guilford Press.

Recommended Readings

Boyd-Franklin, N. (2000). Working with children and their families. In *Reaching out in family therapy home-based, school & community interventions* (pp. 78-94). New York, NY: Guilford Press.

Spagnola, M., Fiese, B. H. (2007). Family routines and rituals: A context for development in the lives of young children. *Infants and Young Children, 20*(4), 284-299.

Unit 3:	Family System Approach, Getting Started in Family Practice

Topics
- Overall framework of the family system approach in diverse cultures
- Is family therapy evidence -based practice?
- Engaging diverse families and assessing their complex needs and problems

This Unit relates to course objectives 1-3.

Required Readings

Carr, A. (2009). The effectiveness of family therapy and systemic Interventions for child focused problems. *Journal of Family Therapy*, *31*(1), 3-45.

Nichols, M. P. (2014). Basic techniques of family therapy. In *The essentials of family therapy* (6th ed. pp. 29-47). Boston, MA: Pearson.

Nichols, M. P. (2014). The Fundamental concepts of family therapy. In *The fundamental concepts of family therapy* (6th ed., pp. 49-67). Boston, MA: Pearson.

Taibbi, R. (2007). Great beginnings. In *Doing family therapy: Craft and creativity in clinical practice* (2nd ed., pp. 63-8). New York, NY: Guilford Press.

Taibbi, R. (2007). In the beginning: Great expectations. In *Doing family therapy: Craft and creativity in clinical practice* (2nd ed., pp. 47-62). New York, NY: Guilford Press.

Recommended Readings

Mourad, M. R., & Carolan, M. T. A. (2010). An ecological approach to culturally sensitive intervention for Arab American women and their families. *The Family Journal*, *18*(2), 178-183.

Unit 4: Schools of Family Treatment: The Structural Approach to Working with Urban Poor and Ethnically Diverse Families

Topics

- School of Family Treatment—Integrating theory and practice
- Structural approach to family practice with urban poor & ethnically diverse families
- Structural intervention strategies
- Working with structural family approach

This Unit relates to course objectives 1, 3, and 4.

Required Readings

Boyd-Franklin, N. (2003). The multisystems model. In *Black families in therapy: Understanding the African American experience* (pp. 226-249). New York, NY: Guilford Press.

Minuchin, S. (1974). A longitudinal view: The Browns and Salvador Minuchin. In *Families and family therapy* (pp. 240-256). Cambridge, MA: Harvard University Press (Classic).

Nichols, M.P. (2014). Strategic family therapy. In *The essentials of family therapy* (6th ed., pp. 89-107). Boston, MA: Pearson.

Nichols, M. P. (2014). Structural family therapy. In *The essentials of family therapy* (6th ed., pp. 110-127). Boston, MA: Pearson.

Taibbi, R. (2007). The basic seven. In *Doing family therapy: Craft and creativity in clinical practice* (2nd ed., pp. 26-46). New York, NY: Guilford Press.

Radohl, T. (2011). Incorporating family into the formula: Family-directed structural therapy for children with serious emotional disturbance. *Child & Family Social Work, 16*(2), 127–137.

Recommended Readings

Martinez, K. (1994). Cultural sensitivity in family therapy gone awry. *Hispanic Journal of Behavioral Sciences, 16*(1), 75-89.

Hammond, R. T., & Nocholes, M. P. (2008). How collaborative is structural family therapy? *The Family Journal, 18*(2), 118-124.

Unit 5: Schools of Family Treatment—Integrating Theory with Practice; The Multi-generational Approach to Family Therapy

Topics

- The multi-generational approach to family therapy
- Bowen's Family System Therapy
- Genograms

This Unit relates to course objectives 1-4.

Required Readings

Boyd-Franklin, N. (2000). Multigenerational patterns in families in crisis. In *Reaching out in family therapy home-based, school & community interventions* (pp. 58-78). New York, NY: Guilford Press.

Butler, J. (2008). The family diagram and genogram: Comparisons and contrasts. *The American Journal of Family Therapy, 36*(3)*,* 169-180.

McCullough-Chavis, A., & Waites, C. (2004). Genograms with African American families: Considering cultural context. *Journal of Family Social Work, 8*(2), 1-21.

Nichols, M. P. (2014). Bowen family systems therapy. In *The essentials of family therapy* (6th ed., pp. 69-87). Boston, MA: Pearson.

Recommended Readings

Knudson-Martin, C. (1994). The female voice: Application of Bowen's family systems theory. *Journal of Marriage and Family Therapy, 20*(1), 35-46

Unit 6:	Schools of Family Therapy—Experiential Family Therapy

Topics
- Experiential family therapy
- Spirituality in family therapy
- Family treatment with diverse families
- The middle phase of family therapy

This Unit relates to course objectives 1-4.

Required Readings

Banmen, J. (2002). The Satir Model: Yesterday and today. *Contemporary Family Therapy, 24*(1), 7-22.

Boyd-Franklin, N. (2010). Incorporating spirituality and religion into the treatment of African American clients. *The Counseling Psychologist, 38*(7), 976-1000.

Nichols, M. P. (2014). Experiential family therapy. In *The essentials of family therapy* (5th ed., pp. 129-145). Boston, MA: Pearson.

Taibbi, R. (2007). The middle stage: Are we there yet?. In *Doing family therapy: Craft and creativity in clinical practice* (2nd ed., pp. 85-102). New York, NY: Guilford Press

Walsh, F. (2010). Spiritual diversity: Multifaith perspectives in family therapy. *Family Process*, *49*(3), 330-348.

Recommended Readings

Wright, M. L. (2009) Spirituality, suffering, and beliefs: The soul of healing with families. In Walsh, F. (Ed.), *Spiritual resources in family therapy* (2nd ed. pp.65-80). New York, NY: Guilford Press

Green, M. Murphy, M., & Blumer, M. (2009). Marriage and family therapists' comfort level working with gay and lesbian individuals, couples and families. *The American Journal of Family Therapy, 37*(2)*,* 159-168.

Unit 7: Schools of Family Treatment—Integrating Theory with Practice; Narrative Family Therapy
NOTE: FIRST ASSIGNMENT DUE

Topics

- Recent developments in family therapy
- Narrative family therapy
- Working with Central American families

This Unit relates to course objectives 1-4.

FIRST ASSIGNMENT IS DUE.

Required Readings

Hernandez, M. (2005). Central American families. In McGoldrick, M., Giordano, J., & Pearce, J. K. (Eds.), *Ethnicity and family therapy* (3rd ed., pp. 178-192). New York, NY: Guilford Press.

Nichols, M. P. (2014). Narrative therapy. In *The essentials of family therapy* (6th ed., pp. 243-257). Boston, MA: Pearson

White, M., & Epston, D. (1997). Externalizing the problem. In *Narrative means to therapeutic ends* (pp. 38-76). New York, NY: Norton. (classic)

White, M. (2007). Re-authoring conversations. In *Maps of narrative practice* (pp.61-83). New York, NY: Norton.

Saltzburg, S. (2007). Narrative therapy pathways for re-authoring with parents of adolescents coming-out as lesbian, gay, and bisexual. *Contemporary Family Therapy, 29*(1), 57-69.

Recommended Readings

Nichols, M. P. (2011). Therapy in the twenty-first century. In *The essentials of family therapy* (5th ed., pp. 208-241). Boston, MA: Allyn and Bacon.

Morgan, A. (2000). What is Narrative Therapy? An easy-to-read introduction (pp 1-16). Adelaide, Australia: Dulwich Center Publications.

Unit 8: Schools of Family Treatment—Solution Focused Therapy

Topics

- Solution Focused Therapy

This Unit relates to course objectives 1-4.

Required Readings

Goelitz, A. (2001). Nurturing life with dreams: Therapeutic dream work with cancer patients. *Clinical Social Work Journal. 29*(4), 375-385.

Hernandez, P., Almeida, R., & Dolan-Delvecchio, K. (2005). Critical consciousness, accountability and empowerment: Key processes for helping families heal. *Family Process, 44*(1), 105-119.

Libow, J. (2006). Chronic illness and family coping. In Combrinck-Graham, L. (Ed.), *Children in family contexts: Perspectives on treatment* (2nd ed., pp. 213-230). New York, NY: Guilford Press.

Nichols, M. P. (2014). Solution-focused therapy. In *The essentials of family therapy* (6th ed., pp. 225-240). Boston, MA: Pearson.

Wood, B. L., Lim, J. Miller, B. D., Cheah, P., Zwetsch, T., Ramesh, S., & Simmens, S. (2008).Testing the biobehavioral family model in pediatric asthma: Pathways of effect. *Family Process, 47*(1), 21-40.

Recommended Readings

Seedall, R. (2009). Enhancing change process in solution-focused brief therapy by utilizing couple enactments. *The American Journal of Family Therapy*, *37*(2), 99-113.

Unit 9: Disruptions/Crises in the Family System:
           Divorce/Separation; Blended Families
       NOTE: DRAFT OUTLINE FOR FINAL ASSIGNMENT DUE

Topics

- Family practice with divorce and separation
- Working with blended families

This Unit relates to course objectives 2-5.

A DRAFT OF FINAL PAPER IS DUE

Required Readings

Cooper, C., McLanahan, S., Meadows, S., & Brooks-Gunn, J. (2009). Family structure transitions and maternal parenting stress. *Journal of Marriage and Family, 71*(3), 558-572.

Ahrons, C. (2007). Family ties after divorce: Long-term implications for children. *Family Process, 46*(1), 53-65.

Greeff, A., & Du Tott, C. (2009). Resilience in remarried families. *The American Journal of Family Therapy, 37*(2), 114-126.

Lebow, J., & Rekart, K. N. (2007). Integrative family therapy for high-conflict divorce with disputes over child custody and visitation. *Family Process, 46*(1), 79-91.

Kelly, J. B., & Emery, R. E. (2003). Children's adjustment following divorce: Risk and resilience perspectives. *Family Relations*, *52*(4), 352-362.

Recommended Readings

Ganong, L. H., Coleman, M., & Jamison, T. (2011). Patterns of step-relationship development. *Journal of Marriage and Family, 73*(2), 396-413.

Visher, E. B., Visher, J. S., & Pasley, K. (2003). Remarriage families and stepparenting. In Walsh, F. (Ed.), *Normal family processes* (3rd ed., pp. 153-175). New York, NY: Guilford Press.

Potter, D. (2010). Psychosocial well-being and the relationship between divorce and children's academic achievement. *Journal of Marriage and Family*, *72*(4), 933-946.

Unit 10:   Disruptions/Crises in the Family: Death in the Family

Topics

- Children's bereavement
- Therapy with bereaved families

This Unit relates to course objectives 2-5.

Required Readings

Cohen, T., Mannarino, A., & Deblinger, E. (2006). The impact of trauma and grief on children and families. In *Treating trauma and traumatic grief in children and adolescents* (pp 3-19). New York. NY: Guilford.

Kissane, D. W., McKenzie, M., Bloch, M., Moskowitz, C., McKenzie, D., & O'Neill, I. (2006). Family focused grief therapy: A randomized, controlled trial in palliative care and bereavement. *American Journal of Psychiatry, 163*(7), 1208-1218.

Worden, W. (2009). Grief and family systems. In *Grief counseling and grief therapy: A Handbook for the mental health practitioners* (4th ed. pp. 217-259). New York, NY: Springer.

Recommended Readings

Unit 11:   Substance Abuse: Family Perspectives

Topics

- Substance abuse effects on the family
- Family treatment to substance abusing adolescents

This Unit relates to course objectives 2-5.

Required Readings

Austin, A., & Macgowan, M. (2005). Effective family-based interventions for adolescents with Substance use problems: A systemic review. *Research on Social Work Practice*, 15(2), 67-83.

Santisteban, D., & Maite, M. (2009). Culturally informed and flexible family-based treatment for adolescents: A tailored and integrative treatment for Hispanic Youth. *Family Process*, *48*(2), 253-268.

Springer, D., & Orsbon, S. (2000). Families helping families: Implementing a multi-family therapy group with substance-abusing adolescents*. Health and Social Work, 27*(3), 204-207.

Morgan, T. B., Crane, D., & Russell, C. D. (2010). Cost-effectiveness of family-based substance abuse treatment. *Journal of Marital and Family Therapy. 36*(4)*,* 486-498.

Thombs, D. (2006). Conditioning models and approaches: A contingency management. In *Introduction to addictive behaviors* (pp. 135-159). New York, NY: Guilford Press.

Liddle, H., Rowe, C., Dakof, G. A., Henderson, C., & Greenbaum, P. (2009). Multidimensional family therapy for young adolescent substance abuse: Twelve-month outcomes of a randomized controlled trial. *Journal of Consulting and Clinical Psychology, 77*(1),12-25.

Recommended Readings

Hohman, M. (1998) Motivational interviewing: An intervention tool for child welfare workers working with substance-abusing parents. *Child Welfare, 77*(3), 275-290

Unit 12:   Domestic Violence

Topics

- Family treatment in domestic violence
- Working with families with child abuse issues
- Intergenerational cycle of abuse

This Unit relates to course objectives 1-5.

Required Readings

Jouriles, E., McDonald, R., Slep, A., Heyman, R., & Garrido, E. (2008). Child abuse in the context of domestic violence: Prevalence, explanations, and practice implications. *Violence and Victims, 23*(2), 221-35.

Sousa, C., Herrenkohl, T. I., Moylan, C. A., Tajima, E. A., Klika, J. B., Herrenkohl, R. C., Russo, M. J. (2011). Longitudinal study on the effects of child abuse and children's exposure to domestic violence, parent-child attachments, and antisocial behavior in adolescent, *Journal of Interpersonal Violence, 26* (1), 111-136.

Jackson, N. A. (2007). Same-sex domestic violence: Myths, facts, correlates, treatment, and prevention strategies. In Roberts, A. R., (Ed.) *Battered women and their families: Intervention strategies and treatment programs* (pp. 451-470). New York, NY: Springer Publishing Company.

Dixon, L., Browne, K., Hamilton-Giachritsis, C. (2009). Patterns of risk and protective factors in the intergenerational cycle of maltreatment. *Journal of Family Violence*, *24*(2), 111-122.

Recommended Readings

Moe, A. M. (2009). Battered women, children, and the end of abusive relationship. *Affilia: Journal of Women and Social Work, 24*(3), 244-256.

Shamai, M. (2000). Rebirth of the self: How battered women experience treatment. *Clinical Social Work Journal, 28*(1), 85-103.

Zosky, D. (2003). Projective identification as a contributor to domestic violence. *Clinical Social Work Journal, 31*(4), 419-431.

Hare, A. L., Miga, E. M., & Allen, J. P. (2009). Intergenerational transmission of aggression in romantic relationships: The moderating role of attachment security. *Journal of Family Psychology, 23*(6), 808-818.

Unit 13:	Clinical Implication of Out-of-Home Care: Foster Care and Residential Treatment

Topics
- Prevention of out of home care
- Implications of out of home placement
- Foster care and residential treatment: Attachment issues
- Reunification

This Unit relates to course objectives 2-4.

Required Readings

Capello, D. (2006). Recruiting Hispanic foster parents: Issues of culture, language and social policy. *Families in Society, 87*(4), 529-535.

Fish, B., & Chapman, B. (2004). Mental health risks to infants and toddlers in foster care. *Clinical Social Work Journal, 32*(2), 121-140.

McWey, L. (2008). In-home family therapy as a prevention of foster care placement: Client's opinions about therapeutic services. *The American Journal of Family Therapy, 36*(1), 48-59.

Petra, M. & Kohl, P. (2010). Pathways Triple P and the child welfare system: A promising fit. *Children and Youth Services Review*, *32* (4), 611-618.

Strolin-Goltzman, j., Koller, S., & Trinkle,J. (2010). Listening to the voices of children in foster care: Youths speak out about child welfare workforce turnover and selection. *Social Work, 55*(1). 47-53.

Recommended Readings

McWey, L. (2004). Predictors of attachment styles of children in foster care: An attachment theory model for working with families. *Journal of Marital and Family Therapy, 30*(4), 439-452.

Ryan, E. (2002). Assessing sibling attachment in the face of placement issues. *Clinical Social Work Journal, 30*(1), 77-93

Unit 14:	Family Practice with Adoption, Family Practice with Homeless Families

Topics
- Working with adopting couples and families
- Children's adjustment to adoption
- Family practice with Homeless Families

This Unit relates to course objectives 2-4.

Required Readings

Kohler, J., Grotevant, H., & McRoy, R. (2002) Adopted adolescents' preoccupation with adoption: The impact on adoptive family relationships. *Journal of Marriage and Family, 64*(1), 93-104.

Wind, L., Brooks, D., & Barth, R. (2009). Influence of risk history and adoption preparation on post-adoption services use in U.S. adoptions. *Family Relations, 56*(4), 378-389.

Belanger, K., Copeland, S., & Cheung, M. (2008). The role of faith in adoption: Achieving positive adoption outcomes for African American children. *Child Welfare, 87*(2), 99-123.

Barrow, S., & Laborde, N. (2008). Invisible mothers: Parenting by homeless mothers separated from their children. *Gender Issues. 25*(3), 157-172.

Frankel, P., Hameline, T., & Shannon, M. (2009). Narrative and collaborative practices in work with families that are homeless. *Marital and Family Therapy, 35*(3), 325-342.

Recommended Readings

Levy, J. S. (2004). Pathway to a common language: A homeless outreach perspective. *Families in Society*, *85*(3), 371-378.

Fisk, D., Rowe, M., Laub, D., Calvocoressi, L., & DeMino, K. (2000). Homeless persons with mental illness and their families: Emerging issues from clinical work. *Families in Society*, *81*(4), 351-359.

Goldberg, J. (1999). A short term approach to intervention with homeless mothers: A role for clinicians in homeless shelters. *Families in Society, 80*(2), 161-168.

Vonk, M. E. (2001). Cultural competence for transracial adoptive parents. *Social Work, 46*(3), 246-255.

Unit 15:   Integration and Synthesis: Schools of Therapy

<u>NOTE:</u> YOUR FINAL PAPER IS DUE TODAY BY MIDNIGHT PST

Topics

- Integration and synthesis: On similarities and differences in schools of therapy
- EBP in family therapy

This Unit relates to course objectives 1 and 3.

Required Readings

Nichols, M. P. (2014). Comparative analysis. In *The essentials of family therapy* (6th ed., pp. 259-280). Boston, MA: Allyn and Bacon.

Sprenkle, D. H., Davis, S., & Lebow J. L. (2009). Common factors unique to couple and family therapy. In *The common factors in couple and family therapy* (pp. 34-45). New York, NY: Gilford Press.

Sexton, T.L., Ridley, C.R., & Kleiner, A.J. (2004). Beyond common factors: Multilevel-process models of therapeutic change in marriage and family therapy*. Journal of Marital and Family Therapy, 30*(2), 131-149.

University Policies and Guidelines

IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (landguth@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

X. STATEMENT ON ACADEMIC INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus,* the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: http://www.usc.edu/dept/publications/SCAMPUS/gov/. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: http://www.usc.edu/student-affairs/SJACS/.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

XI. STATEMENT FOR STUDENTS WITH DISABILITIES

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible*. DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday.

Students from all academic centers (including the Virtual Academic Center) may contact Ed Roth, Director of the DSP office at 213-740-0776 or ability@usc.edu.

XII. EMERGENCY RESPONSE INFORMATION

Note: The following Emergency Response Information pertains to students on campus, but please note its importance should you be on campus for a temporary or extended period. When not on campus: Call the 911 listing in your local community for any emergency.

To receive information, call the main number (213) 740-2711, press #2. "For recorded announcements, events, emergency communications or critical incident information."

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website: http://emergency.usc.edu

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

Students may also sign up for a USC Trojans Alert account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at https://trojansalert.usc.edu.

UNIVERSITY PARK CAMPUS		ACADEMIC CENTERS	
City Center	Front of Building (12th & Olive)	Orange County	Faculty Parking Lot
MRF	Lot B	San Diego	Building Parking Lot
SWC	Lot B	Skirball	Front of Building
VKC	McCarthy Quad		
WPH	McCarthy Quad		

Do not re-enter the building until given the "all clear" by emergency personnel.

XIII.   STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official "Incomplete Completion Form."

XIV.   POLICY ON LATE OR MAKE-UP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XV.   POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XVI.   CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]

Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XVII. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact the VAC coordinator of the concentration, Tyan Parker Dominguez, at tyanpark@usc.edu. If you do not receive a satisfactory response or solution, contact your advisor or Dr. June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or june.wiley@usc.edu for further guidance.

XVIII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments before coming to class.
- ✓ Before coming to class, review the materials from the previous Unit and the current Unit, and scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ After you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.