**Social Work 602**

**Advanced Theory and Clinical Interventions with Families**

**3 Units**

**Instructor: Mary Beth Harris, Ph.D., LCSW**

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**Office Hours: As requested**

**Class Day: Monday**

**Class Time:**

**Section 67389 10:15-11:30 a.m. Pacific**

**Section 67390 12:00-1:15 p.m. Pacific**

# Course Prerequisites

SOWK 505 and SOWK 545

# 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.

# 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.

# 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. |
| 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. |

# 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.

# Student Learning Outcomes

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

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| **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 |
| 1. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics. | Assignment 2 |
| 1. Tolerate ambiguity in resolving ethical conflicts. | Assignment 2 and Class Participation |
| 1. Apply strategies of ethical reasoning to arrive at principled decisions. | Class Participation |

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| **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. | 1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. | Assignments 1 & 3 |
| 1. Analyze models of assessment, prevention, intervention, and evaluation. | Assignment 3 |
| 1. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. | Assignment 2 |

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| **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. | 1. 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 |
| 1. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. | Assignment 1 |
| 1. Recognize and communicate understanding of the importance of difference in shaping life experiences. | Assignments 1 & 2 and Class Participation |
| 1. View themselves as learners and engage those with whom they work as informants. | Class Participation |

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| **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 | 1. 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 |
| 1. 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 |
| 1. 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 |
| 1. Evaluation: Critically analyze, monitor, and evaluate interventions. | Assignment 3 |

# Course Assignments, Due Dates & Grading

| **Assignment** | **Due Date** | **% of Final Grade** |
| --- | --- | --- |
| **Assignment 1: Paper: A Critical Family Transition** | Unit 7 | 35% |
| **Assignment 2: Presentation: Family Case & Related Article** | As assigned | 15% |
| **Assignment 3: Final: Scholarly Research and Intervention Paper** | Unit 15 | 40% |
| **Class Participation** | Ongoing | 10% |

Each of these major assignments is described below.

## Assignment 1: A Critical Family Transition Paper (35%) DUE UNIT 7

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.

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

## Assignment 2: Small Group Presentation (15%) DUE AS ASSIGNED

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.*

## Assignment 3: A scholarly written paper (40%) DUE UNIT 15 BY MIDNIGHT PACIFIC TIME

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.*

* *If you would like feedback from the instructor on your proposal for this assignment, you may submit a one-page draft outline between weeks 9 and 10. The draft should include your topic of focus for the chosen family, the specific theories you will use to enhance understanding of the topic, and a brief description of the specific interventions that you propose to use with this family problem.*

**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 *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.

# 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, LISA KABOT.

Course Schedule

| **Unit 1: Aug. 29**  **An Overview of Families and Advanced Social Work Practice with Families** |  |
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**Topics**

* Advanced social work practice with families
* Family therapy as evidence -based practice
* Definitions and contexts of family
* Current trends in family composition
* Family transitions and stress
* Coping and resilience in families
* Prevention and family work

This Unit relates to course objectives 1 and 5

**Required Readings**

Nichols, M. P. (2014).The foundations of family therapy. In *The essentials of family therapy* (6th ed. pp. 1-6). Boston: Pearson.

Nichols, M. P. (2014). The evolution of family therapy. In *The essentials of family therapy (6th ed., pp. 7-26). Boston: Pearson.*

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

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: Guilford Press.

**Recommended Readings**

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

| **Unit 2: Sept. 5 LABOR DAY – NO SYNCHRONOUS CLASS**  **The Impact of Policy and Macro Systems on Families** |  |
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| **Topics** | |
| * Access to healthcare and education * Minimum Wage and Economic Policies * The Judicial System * Immigration Law * Public Welfare | |

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

**Required Readings**

Ayon, C.(2014). Service needs among Latino immigrant families: Implications for social work practice. *Social Work(59)1,* pp. 13-22.

Guendelman, V., Angulo, V., & Oman, D. (2005). Access to health care for children and adolescents in working poor families: Recent findings from California. *Medical Care(43)1, 68-78.*

Hill, T. & Cain, D. (2014). Perceived welfare caseworker support and psychological distress among low-income urban women with children. *Social Work(57)4,* 353-360.

Zayas, L. & Bradlee, M. (2014). Exiling children, creating orphans: When immigration policies hurt citizens. *Social Work* (59) 2, 167-175.

**Recommended Readings**

Caplan, M. A. (2014). Communities respond to predatory lending. *Social Work(59)2*, 149-156.

Padilla, Y., Scott, J., & Lopez, O. (2014). Economic insecurity and access to the social safety net among Latino farmworker families. *Social Work* (59)2, 157-165.

| **Unit 3: Sept. 12**  **Family Identity, Attachment in Families,**  **Theories of Family Development** |  |
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**Topics**

* How families develop a common identity
* Family traditions and myths
* Family identification with external systems
* Attachment in the family
* Cultural differences in family life and attachment styles
* Traditional and contemporary theories of family development

**Required Readings**

Brown, D., Rodgers, Y., & Kapadia, K. (2008). Multicultural considerations for the application of attachment theory. *American Journal of Psychotherapy(62)4, 353-363.*

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

Nichols, M. P. (2014). The fundamental concepts of family therapy. In *The essentials of family therapy*, 6th ed., pp 50-66. Boston: Pearson.

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.

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: Guilford Press.

**Recommended Readings**

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

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 4: Sept. 19**  **Family Assessment Using Systems Theory, Structural Family Therapy, Bowen Family Therapy , and the Family Genogram** |  |
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| **Topics**   * Assessment and the Beginning Phase of family treatment * Integrating theory with assessment and treatment * Applying Systems Theory to families * A Structural Family approach to assessment |
| * Bowen’s Family System Therapy |

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

Nichols, M. P. (2014). Bowen family systems therapy. In *The essentials of family therapy* (6th ed., pp. 69-87). 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). Great beginnings. In *Doing family therapy: Craft and creativity in clinical practice* (2nd ed., pp. 63-84). 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**

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

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 5: Sept. 26 Multigenerational Family Therapy** |  |
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**Topics**

* The family system in diverse cultures
* Addressing the challenges and needs of diverse families
* Principles and process of multigenerational family therapy
* The Family Genogram
* Spirituality in family treatment – **Content from current Unit 6**

**Required Readings**

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

Johnston, J., Bailey W., & Wilson, G. (2014). Mechanisms for fostering multigenerational resilience. *Contemporary Family Therapy,* (36)1, 148-161.

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

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

**Recommended Readings**

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

Duarte-Velez, Y., Bernal, G., and Bonilla, K. (2010). Culturally adapted cognitive-behavioral therapy: Integrating sexual, spiritual, and family identities in an evidence-based treatment of a depressed Latino adolescent. *Journal of Clinical Psychology: In Session* (66)8, pp. 895-906

| **Unit 6: Oct. 3 Family Cognitive Behavioral Therapy** |  |
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**Topics**

* Review of cognitive-behavioral theory
* Theory of social exchange
* The A-B-C Process
* Behavior disorders and cognitive distortions
* How therapy works
* Therapeutic techniques
* Family schemas
* Family CBT with culturally diverse families

**Required Readings**

Dattilio, F. and Epstein, N. (2005). Introduction to the special section: The role of cognitive-behavioral interventions in couple and family therapy. *Journal of Marital and Family Therapy, (31)1, pp. 7-11.*

Duarte-Velez, Y., Bernal, G., and Bonilla, K. (2010). Culturally adapted cognitive-behavioral therapy: Integrating sexual, spiritual, and family identities in an evidence-based treatment of a depressed Latino adolescent. *Journal of Clinical Psychology: In Session* (66)8, pp. 895-906.

Nichols, M. (2014). Cognitive-behavioral family therapy. In *The Essentials of Family Therapy*, 6th ed. Boston: Pearson, pp. 166-186.

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

| **Unit 7: Oct. 10**  **Post-Modernist Theory and Narrative Family Therapy** |  |
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| **Topics** | |
| * Post-Modernist developments in family therapy * Evolution of narrative family therapy * Therapy strategies and processes * Working with Central American families | |

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| **NOTE: ASSIGNMENT 1 IS DUE THE DAY OF THE UNIT 7 CLASS** |

This Unit relates to course objectives 1-4.

### 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. 190-219). 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: Oct. 17 Solution-Focused Family Therapy** |  |
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| **Topics** |
| * Evolution of solution focused therapy * Assumptions of the model * Strategies and processes of therapy   This Unit relates to course objectives 1-4. |

### Required Readings

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: Oct. 24**  **Disruption and Crisis: Separation, Divorce,**  **and Blended Families** |  |
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| **NOTE: IF YOU WOULD LIKE INSTRUCTOR FEEDBACK ON YOUR PROPOSED FINAL ASSIGNMENT, PLEASE SUBMIT A DRAFT OUTLINE AS DESCRIBED IN THE SYLLABUS, THIS WEEK.** |

**Topics**

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

**Required Readings**

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.

Spillane-Grieco, E. (2000). Cognitive-Behavioral family therapy with a family in high-conflict divorce: A case study. *Journal of Clinical Social Work, (28)1, pp. 105-1*

**Recommended 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.

Ganong, L. H., Coleman, M., & Jamison, T. (2011). Patterns of stepchild – stepparent 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: Oct. 31**  **Chronic Illness, Loss, and Bereavement in the Family** |  |
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**Topics**

* Children’s bereavement
* Therapy with bereaved families
* Chronic Illness and disability in the family

### 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.

Blacker, S., & Jordan, A. R. (2004). Working with families facing life-threatening illness in a medical setting. In J. Berzoff & P. Silverman (Eds.), *Living with dying: A handbook for end-of-life healthcare practitioners* (pp. 548-570). New York: Columbia University Press.

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**

Barlow, C. A., & Coleman, H. (2003). The healing alliance: How families use social support after a suicide. Omega: *The Journal of Death and Dying*, 47(3), 187-201.

| **Unit 11: Nov. 7 Substance Abuse: Family Perspectives** |  |
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**Topics**

* Substance abuse effects on the family
* Family treatment with substance abusing adolescents
* Family treatment with a substance abusing parent or caregiver

### 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.

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

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.

| **Unit 12: Nov. 14 Domestic Violence:**  **Partner Abuse and Child Abuse** | |  | |
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| **Topics** | |
| * Family treatment in domestic violence * Working with families with child abuse * 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 relationships. 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, 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: Nov. 21**  **Out-of-Home Care of Children:**  **Foster Care, Residential Treatment, and Adoption** |  |
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**Topics**

* Prevention of out-of-home care
* Implications of out-of-home placement
* Foster care
* Residential treatment
* Reunification
* Preparing the child and the family for adoption
* Supporting post-placement adjustment

**Required Readings**

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.

Blau, Caldwell, & Lieberman (2014). Chapter 2 in *Residential Interventions for Children, Adolescents, and Families: A Best Practices Guide.*

Kirk, R. and Griffith, D (2004). Intensive family preservation services: Demonstrating placement prevention using event history analysis. *Social Work Research, 28(1), pp. 5-16.*

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.

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.

**Recommended 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.

Freeark, K., et al (2005). Gender differences and dynamics shaping the adoption life cycle: Review of the literature and recommendations. *American Journal of Orthopsychiatry(75)1, pp. 86-101.*

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.

| **Unit 14: Nov. 28**  **Intervention with Homeless Families and**  **Families with Incarcerated or Deported Parents** |  |
| --- | --- |

**Topics**

* Family practice with Homeless Families
* Family separation due to parental incarceration
* Family separation due to parental deportation

**Required Readings**

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.

Johnson, E. and Easterling, B. (2012). Understanding unique effects of parental incarceration on children: Challenges, progress, and recommendations. *Journal of Marriage and Family,* 74(4), pp. 342-356.

Pumariega, A. and Rothe, E. (2010). Leaving no children or families outside: The challenges of immigration. *American Journal of Orthopsychiatry, 80(4), pp. 505-515.*

Suarez-Orozco, C., Bang, H., & Kim, H. (2011). I felt like my heart was staying behind: Psychological implications of family separations & reunifications for immigrant youth. *Journal of Adolescent Research (26)2, pp.222-257.*

**Recommended Readings**

Murray, J. and Murray L. (2010). Parental incarceration, attachment and child psychopathology. *Attachment & Human Development, 12(4), pp. 289-309.*

Schuyler, W. and Baily, C.(2013). Parental deportation, families, and mental health. *Journal of the American Academy of Child & Adolescent Psychiatry, 52(5), pp. 451-453.*

Slesnick, N. and Gizem, E. (2013). Efficacy of ecologically-based treatment with substance-abusing homeless mothers: Substance use and housing outcomes. *Journal of Substance Abuse Treatment*

| **Unit 15: Dec. 5 Integration and Synthesis: Schools of Therapy** |  |
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| |  | | --- | | **NOTE: YOUR FINAL ASSIGNMENT PAPER IS DUE THE DAY OF UNIT 15 CLASS BY**  **MIDNIGHT PACIFIC TIME.** |   **Topics** | |

* Integration and synthesis: Commonalities among schools of therapy
* Evidence Based Practice in family therapy
* Self-reflection and evolving as a family practitioner

**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.

Taibbi, R. (2007). Staying sane: Survival tips for therapists. In *Doing Family Therapy: Craft and Creativity in Clinical Practice, 2nd ed*., pp. 251-264. New York: Guilford Press.

Taibbi, R. (2007). The lessons of therapy.In *Doing Family Therapy: Craft and Creativity in Clinical Practice,* 2nd ed, pp. 265-272. New York: Guilford Press.

**University Policies and Guidelines**

# 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 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.

# 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.

# 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](mailto:mability@usc.edu" \t "_blank).

# Emergency Response Information

**Note:** The following Emergency Response Information pertains to students on any USC campus. Please note its importance in the event that you are on a USC campus. 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](http://emergency.usc.edu/)

If it becomes necessary to evacuate the building at any campus-based location, please go carefully to the following locations and use the 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>.

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| **University Park Campus** | | **Academic Centers** | |
| **City Center** | Front of Building  (12th & Olive) | **Orange County** | Faculty Parking Lot |
| **Main SW Building** | Lot B | **San Diego** | Building Parking Lot |
| **SOWK Center** | Lot B | **Skirball Center** | Front of Building |

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

# 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.”

# 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 reduced.

# 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.

# 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.

# 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 F&C concentration coordinator, Tyan Parker Dominguez ([tyanpark@usc.edu](mailto: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](mailto:mjune.wiley@usc.edu) for further guidance.

# 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 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.*