

COURSE OUTLINE

SOWK 532A: Social Work Practice with Families

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the x^wməθk^wəy^əm (Musqueam) people.



School Vision

Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

MSW Program Mission

The MSW program offers an accessible, advanced professional degree focused on social work practice in the fields of child and family welfare, health and social care, and international and social development, using a social justice lens. The purpose of this MSW program is to prepare our graduates to be competent social work professionals, equipped with state-of-the-art knowledge and skills, a critical analytic lens, and a social justice orientation.

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

Course Information

Year/Term	Winter 2020-21 (Term 2)
Course Title	SOWK 532A (001): Social Work Practice with Families
Credit Value	3 credits
Course Schedule	Wednesdays, 5:00-8:00 pm, January 13-April 14, 2021
Course Location	Zoom
Course Instructor	Christiana Bratiotis, PhD, MSW christiana.bratiotis@ubc.ca , 604.822.2460, *virtual office hours by appointment

Prerequisite and/or Corequisite

There are no prerequisites for this course.

Course Description

This course considers the family context as a system for therapeutic intervention. The family unit and its diverse forms are defined; theories for assessment and understanding family's interactions across the lifespan are considered, and the alternative modalities useful for treating families are presented. As a practice-oriented course, it emphasizes the development of professional skills in working with the family across the lifespan.

Course Structure and Learning Activities

This course incorporates a combination of lecture, large and small group discussion, experiential activities, and the use of film and other media.

Student participation is expected and you are asked to complete all required readings prior to class. This course seeks to foster a critical pedagogical environment and the development of critical consciousness around knowledge and learning. In approaching discussions and assignments, students are encouraged to share their ideas, academic resources and personal experiences as well as to reflect on their own social locations, including Aboriginal ancestry/settler status, gender, immigrant status, race, national or ethnic origin, social class, religion, gender identity, sexual orientation, age, and ability. Finally, students are expected to approach the learning process in the spirit of praxis—reflection/theory/action—so the rich insights produced in class can inform reflexive social work practice in the community. Respectful dialogue is expected for achieving a safe and productive learning environment.

Professionalism should be evident in conduct and assignments. Students should prepare all work with proper grammar, spelling, formatting and in a manner that reflects preparation for a terminal professional degree at the Master's level. It is the student's responsibility to secure assistance on assignments **ahead of** their due date. Course work will be evaluated on content, critical thinking, structure/formatting and clarity of presentation. Creativity, the incorporation of social work values and the advancement of multiple perspectives are also expected. Details on course assignments and evaluation are described in detail below.

Learning Outcomes

The course is designed to assist you in developing a systems perspective for practice with families. You are invited to learn how to position yourself as a facilitating force when working with family systems charged with emotion, influenced by invisible forces, and framed by a powerful history. Specifically, the course will focus on helping you:

1. Demonstrate knowledge and understanding of oneself within the context of the family of origin, one's personal value base and the integration of oneself as a social worker practicing family therapy.
 2. Demonstrate practice competencies in the selection and application of multiple theories of family therapy including assessment, intervention, and evaluation of the theory.
 3. Demonstrate the skillful use of self-reflective practice.
 4. Analyze and compare issues related to diversity and family forms including race, ethnicity, national origin, age, gender, sexual orientation, ability, socioeconomic, class, and religion/spirituality.
 5. Apply the skillful use of self in working cross culturally with diverse families.
 6. Integrate current research relevant to family therapy in assessment, treatment and evaluation of practice issues and modalities.
 7. Demonstrate practice competencies in the use of classification systems such as the DSM and ICD in family therapy.
 8. Exhibit skill in the use of evidence-based research and practice theories relevant to social policies impacting families.
 9. Demonstrate practice competencies in the assessment, selection of intervention modalities, implementation of intervention strategies, and ability to use technique to successfully impact functioning of the family system and evaluate the outcomes of the interventions.
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Required Textbooks(s) and Learning Materials

Gehart, D. *Mastering competencies in family therapy: A practical approach to theories and clinical case documentation*. Belmont, MA: Brooks/Cole.

All other required readings and media-based learning materials will be posted/linked on the course Canvas site.

Assessment of Learning

This course emphasizes the process of learning, collectively and individually. While the instructor and students recognize the importance of grades as a formal measure of achievement in a course, students are encouraged to work to their fullest potential and measure their success individually and not in comparison to other learners.

It is anticipated that as learners in a terminal professional Master's degree program, you are interested in attending and participating actively and that you will be prepared to do so upon arrival at each class session. As such, there **will not** be a grade assigned for attendance and participation. The instructor will not make judgments about the reason for absences but does appreciate receiving communication ahead of your absence. A significant amount of learning takes place during class; you are responsible for understanding the material covered during your absence.

Late papers/assignments are not accepted in this course. (With rare exception and prior approval by the instructors, assignments can be submitted one week late for extraordinary circumstances only.) *Standing*

Deferred are strongly discouraged and are granted in only extraordinary circumstances. If you recognize the need to request a *Standing Deferred*, a formal letter must be written and submitted to the instructor prior to the final class session. Grading criteria are as follows:

UBC GRADING CRITERIA			
Letter Grade	Percent Range	Mid-Point	
A+	90-100	95	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
B	72-75	73.5	
B-	68-71	69.5	
C+	64-67	65.5	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
C	60-63	62.5	
C-	55-59	57	
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.

Course Schedule

SESSION 1:	13 January
TOPIC:	Introduction to course and each other Syllabus review
READ-WATCH-LISTEN: asynchronous learning	--
DO TOGETHER: synchronous learning	Zoom class meeting, 5:00-7:00 pm Optional skills lab, 7:00-7:30 pm

SESSION 2:	20 January
TOPIC:	Etiology and foundations of family work Basic concepts of family therapy
READ-WATCH-LISTEN: asynchronous learning	Gehart Canvas postings

DO TOGETHER: synchronous learning	Zoom class meeting, 5:00-7:00 pm Optional skills lab, 7:00-7:30 pm
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SESSION 3:	27 January
TOPIC:	Family system assessment and formulation Basic techniques of family therapy Treatment planning, evaluating progress and documentation in family therapy
READ-WATCH-LISTEN: asynchronous learning	Gehart Canvas postings
DO TOGETHER: synchronous learning	Zoom class meeting, 5:00-7:00 pm Optional skills lab, 7:00-7:30 pm

SESSION 4:	3 February
TOPIC:	Indigenous ways of knowing in work with families
READ-WATCH-LISTEN: asynchronous learning	Canvas postings
DO TOGETHER: synchronous learning	Zoom class meeting, 5:00-7:00 pm Optional skills lab, 7:00-7:30 pm

SESSION 5:	10 February
TOPIC:	Intergenerational family therapy Using genograms as an assessment and intervention tool
READ-WATCH-LISTEN: asynchronous learning	Gehart Canvas postings
DO TOGETHER: synchronous learning	Zoom class meeting, 5:00-7:00 pm Optional skills lab, 7:00-7:30 pm

SESSION 6:	24 February
TOPIC:	Strategic family therapy
READ-WATCH-LISTEN: asynchronous learning	Gehart Canvas postings
DO TOGETHER: synchronous learning	Zoom class meeting, 5:00-7:00 pm No Skills Lab

SESSION 7:	3 March
TOPIC:	Structural family therapy
READ-WATCH-LISTEN: asynchronous learning	Gehart Canvas postings

DO TOGETHER: synchronous learning	Zoom class meeting, 5:00-7:00 pm Optional skills lab, 7:00-7:30 pm
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SESSION 8:	10 March
TOPIC:	Experiential family therapy
READ-WATCH-LISTEN: asynchronous learning	Gehart Canvas postings
DO TOGETHER: synchronous learning	Zoom class meeting, 5:00-7:00 pm Optional skills lab, 7:00-7:30 pm

SESSION 9:	17 March
TOPIC:	Brief and solution focused family therapy
READ-WATCH-LISTEN: asynchronous learning	Gehart Canvas postings
DO TOGETHER: synchronous learning	Zoom class meeting, 5:00-7:00 pm Optional skills lab, 7:00-7:30 pm

SESSION 10:	24 March
TOPIC:	Collaborative and narrative family therapies
READ-WATCH-LISTEN: asynchronous learning	Gehart Canvas postings
DO TOGETHER: synchronous learning	Zoom class meeting, 5:00-7:00 pm Optional skills lab, 7:00-7:30 pm

SESSION 11:	31 March
TOPIC:	Cognitive behavioural family therapy
READ-WATCH-LISTEN: asynchronous learning	Gehart Canvas postings
DO TOGETHER: synchronous learning	Zoom class meeting, 5:00-7:00 pm Optional skills lab, 7:00-7:30 pm

SESSION 12:	7 April
TOPIC:	Termination with families Supervision and consultation in family therapy work
READ-WATCH-LISTEN: asynchronous learning	Gehart Canvas postings

DO TOGETHER: synchronous learning	Zoom class meeting, 5:00-7:00 pm Optional skills lab, 7:00-7:30 pm
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SESSION 13:	14 April
TOPIC:	Wrap Up, Review & Celebration!
READ-WATCH-LISTEN: asynchronous learning	Canvas postings
DO TOGETHER: synchronous learning	Zoom class meeting, 5:00-7:00 pm

Assignments

Evaluation of student performance will be based on assignment completion and weighted in the following way:

Assignment 1: Observing and Analyzing Family and Therapist Dynamics	50%
<u>Assignment 2: Family Therapy Assessment and Intervention Planning</u>	<u>50%</u>
Total	100%

All written assignments must be submitted through the course Canvas site and uploaded as Word documents (this is the only file format that will be accepted). As a reminder, late papers and re-writes **are not** accepted in this course. Files should be named using the following convention: last name_Assignment #

Written assignments should adhere to the APA Writing Guide, 7th Edition. This includes but is not limited to APA formatting, font, text size, spacing, page numbering and reference citation. It is expected that students have a title page with running head.

Assignments in this course are graded on both content (thoroughness, clarity, completeness, depth, substantiation) and style and organization (grammar, spelling, editing, cohesion, clarity, creativity, APA style). Specifically, assignments should be: 1) relevant and understandable with logical flow and organizational structure; 2) smooth and clear with transitions between/among ideas and cohesive; 3) interesting, independent and creative ; salient and appropriately use the literature in support of your arguments. Please note: when referring to yourself in writing, use 3rd person (e.g. this writer, this student) and when writing about a client/patient, please always write in past tense.

Assignment 1: Observing and Analyzing Family and Therapist Dynamics

This assignment is based on an at-home viewing of the video *A House Divided*, a family therapy session with Mr. Harry Aponte. The assignment should be completed as soon after watching the video as possible. The purpose of the assignment is to simulate a structural family therapy session where you have the opportunity to practice listening and attend to both content and process. This assignment has three parts. It is strongly recommended that you use subheadings to designate each section. This assignment should not exceed 5 pages.

Part I: A 1-2 paragraph summary formulation of the family's demographic information centering the identified client, presenting problem as defined by the family, factors that maintain the problem, past efforts to ameliorate the problem, level of distress, etc. This paragraph should conclude with your hypothesis, stated in 1-2 sentences. The formulation should be written using the language and concepts of structural family therapy.

Part II: Respond to the following in a cohesive narrative, using language and concepts of structural family therapy (~3 pages)

1. What is the description of the family from a multi-cultural perspective (race, ethnicity, class, gender and other cultural characteristics)? Considering this, what is important to understand about this family? Provide specific examples of how Mr. Aponte joined with the family, developed the clinical relationship and intervened with attention to his own social locations.
2. What is Mr. Aponte's conceptualization of the current challenges (problems) faced by the family?
3. What is the structure of the family? How would you describe roles and alliances in this family? Are the roles flexible or rigid or would you describe them some other way? Who makes the decisions? Who has the power? Who is most aligned with whom and what are the ramifications? Provide specific examples.
4. How does Mr. Aponte work with the family to shift their understanding of the problem?
5. What are Mr. Aponte's structural family therapy goals in work with this family?

Part III: This portion of the assignment provides an opportunity for your overall professional self-reflection in the clinical interaction. It is recommended that you take ~1.5 pages to consider the following:

1. How many times did you view the video and why? How do you feel about this decision now?
2. What were your initial impressions of the family? How did you form those impressions and what influence did they have on your ability to listen (to both content and process)?
3. Were you emotionally present throughout the session? Were you distracted by anything? What was your emotional response to this family?
4. How did your own family experiences influence your ability to remain client-centered and non-directive? What considerations do you need to carry with you into practice regarding how your family may come into the therapy room with you?

Due: 10 March, 11:59 pm, Canvas submission

Assignment 2: Family Therapy Assessment and Intervention Planning

This assignment provides an opportunity for you to demonstrate your capacity to apply practice theories as a guide to assessment and intervention planning. Select a theoretical model of family therapy discussed in this course. Explain why you chose this model and **give an evidence-based rationale.**

Use a client family with whom you are working or have worked. You do not need to be seeing the entire family. If you are not seeing a client family, you may complete this assessment using an individual client. To do this, first write up what you know about the family from what the client has told you. You likely know more about the family than you think you do. For facts that are missing and are critical to completion of the assignment, use hypothetical "facts" based on educated guesses that fit the context of the client's life.

If you have too little information about a family to complete even the first step, ask the professor for alternatives ideas.

This assignment should be no longer than 6 pages, formatted using APA 7th edition and using 4 unique references.

Introduction (~1/2 page):

1. Describe your (agency) setting and your role with the family (1 sentence).
2. Briefly sketch your client family, describing salient demographics, cultural/racial background, appearance, demeanor, and manner with you and others.
3. Briefly summarize reasons for the referral to you and any significant presenting problems in order of their priority for problem-solving. Which are recent? Which are more persistent?

Assessment (~2.5 pages):

1. Select 4 of the following 8 family dimensions to assess the family: (a) caregiver/parent-child relationship, (b) therapeutic alliance, (c) family communication style, (d) parenting style, (e) couple relationship, (f) family-social system interaction, (g) child/children in the family context, (h) trans-generational issues.
2. Using the theoretical model of your choice, describe the family through that lens. Comment on how well or poorly your model helps you to discuss the family issues of concern to you (e.g., is your model comprehensive, specific?).

For example: If you select structural family therapy, you might want to discuss the family in terms of concepts such as hierarchy, power, boundaries, roles, coalitions, and/or interactional sequences (you do not need to cover every one of these; at the same time, remember that this is not a total list.)

Formulation (~1/2 page):

1. Describe one target problem in this family from the perspective of your chosen model. In systems language, discuss your clinical impressions about why the problem exists, how it maintains itself, and what it may represent or express in this family.

Intervention/Treatment Plan & Analysis (~2.5 pages):

1. Using your chosen model, discuss (a) at least two goals for addressing the identified family problem you selected for the formulation and the methods used for collaborating with the family in determining goals and treatment methods, (b) steps you would take to achieve these goals (if you wish, you could provide sample dialogue but this is not required), (c) methods to evaluate progress, and (d) potential effects your intervention will have at various systems levels.

Assignment 2: Oral Presentation Alternative Option

Using the same structure and meeting the same requirements as outlined above, students may take the option of presenting their case orally via video recording. The presentation should mirror that of a clinical supervision session wherein the trainee/student presents a case to the supervisor.

There is no written requirement if this option is selected. Students submit only an APA formatted reference page (with first and last name). Duration of oral presentation: no more than 30 minutes. Notes and other preparatory materials are allowed to be used by the student during the presentation.

Due: 14 April, 11:59 pm, Canvas submission

School/Course Policies

In May 2013, the UBC School of Social Work Council approved an Equity Action plan aimed at an equitable learning and working environment and creation of accountability measures for monitoring implementation of this plan. A key element in attaining this goal is ensuring that instructors and students are committed to maintaining a classroom environment free of any form of discrimination and racism and that welcomes and respects different worldviews, ways of knowing and social locations.

Attendance

The attendance policy is in the student handbook on page 11.

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance at synchronous Zoom sessions is required in this social work course. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be setup to discuss this with the student. If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.

Academic Work

It is recommended that students retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked papers with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes.

Academic Honesty and Integrity: All work submitted in this course must be your own and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have *prior* approval of the instructors). All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented.

It is plagiarism to lift words, sentences, and paragraphs from websites, books and journals or to summarize another person's ideas and present them as yours without proper citations. It is plagiarism to use another student's work (current or past) as your own.

Violations of academic honesty will be taken seriously. Please review the UBC Calendar "Academic regulations" for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit www.arts.ubc.ca and go to the students' section for useful information on avoiding plagiarism and on correct documentation. Consequences may include failure in the course and suspension from your academic program.

Course Resource Material

- Becvar, D. & Becvar, R. (2008). *Family therapy: A systemic integration* (7th ed.). Boston: Allyn & Bacon Publishers.
- Brown, F. H. (Ed.). (2006). *Reweaving the family tapestry: multigenerational approaches to families*. New York: W.W. Norton & Co.
- Christensen, A. & Jacobson, N. (2002). *Reconcilable differences*. New York: Guilford Press.
- Dattilio, F., Jongsma Jr., A. E., & Davis, S. D. (2010). *The family therapy treatment planner* (2nd ed.). New York: John Wiley and Sons.
- Gehart, D. & Tuttle, A. (2003). *Theory based treatment planning for marriage and family therapy*. New York: Thomson/Brooks/Cole.
- Gladding, S. (2010). *Family therapy history, theory, and practice* (5th ed.). Columbus, Ohio: Merrill Prentice Hall Publishers.
- Goldenberg, I. (2008). *Family therapy: An overview* (7th ed.). New York: Pacific Grove, CA.: Brooks/Cole.
- Hanna, S. & Brown, J. (2006). *The practice of family therapy, key elements across models* (3rd ed.). Toronto, Canada.
- Harvey, J. H. & Fine, M. A. (2010). *Children of divorce: Stories of loss and growth* (2nd ed.). New York: Routledge.
- Janzen, C., Harris, O., Jordan, C & Franklin, C. (2006). *Family treatment, Evidence-based practice with populations at risk* (4th ed.). Belmont, CA: Thomson Higher Education, Brook/Cole.
- Luepnitz, D. (2002). *The family interpreted: Psychoanalysis, feminism, and family therapy*. New York: Basic Books.
- McGoldrick, M., Gerson, R., & Petry, S. (2008). *Genograms: Assessment and intervention* (3rd ed.). New York: W.W. Norton.
- McGoldrick, M., Giordano, J., & Pearce, J. (2005). *Ethnicity and family therapy* (3rd ed.). New York: Guilford Press.
- McGoldrick, M. & Hardy, K. V. (Eds.). (2008). *Re-visioning family therapy: race, culture, and gender in clinical practice* (2nd ed.). New York: Guilford Press.
- McNeece, C. A., & DiNitto, D. M. (2011). *Chemical dependency: A systems approach* (4th ed.). Boston, MA: Allyn & Bacon.
- Merrell, K.W. (2003). *Behavioral, social, and emotional assessment of children and adolescents* (2nd ed.). Mahway, NJ: Lawrence Erlbaum Associates Inc.
- Minuchin, P., & Fishman, K. (2004). *Techniques of family therapy*. Boston: Harvard University Press.
- Minuchin, S, Nichols, M. & Lee, W. (2007). *Assessing families and couples: From symptom to system*. New York: Pearson/Allyn & Bacon.
- Nichols M.P. (2013). *Family therapy concepts and methods* (10th ed.). Needham Heights, MA: Allyn & Bacon.
- Ragg, D. M. (2006). *Building family practice skills: Methods, strategies, and skills*. Belmont, CA: Thomson Brooks/Cole.
- Sprenkle, D. & Piercy, F. P. (2005). *Research methods in family therapy* (2nd ed.). New York: Guilford.
- Thomlison, B. (2002). *Family assessment handbook*. Pacific Grove, CA. Brooks/Cole.
- Walsh, F. (2009). *Spiritual resources in family therapy* (2nd ed.). New York: Guilford Press.

White, J. M. (2005). *Advancing family theories*. Thousand Oaks, CA: Sage

Classic Resources

- Boyd-Franklin, N. (1989). *Black families in therapy, a multi-systems approach*. New York: Guilford Press.
- Brown, P. & Shalett, J. (1997). *Cross-cultural practice with couples and families*. New York: Haworth Press.
- Brown, S. & Lewis, V. (1998). *The alcoholic family in recovery*. New York: Guilford Press.
- Demo, D. H., Allen, K. R., & Fine, M. A. (2000). *Handbook of family diversity*. New York: Oxford University Press.
- Di Nicola, V. (1998). *A stranger in the family, cultures, families and therapy*. New York: W.W. Norton Co.
- Elkin, M. (1990). *Families under the influence*. New York: W.W. Norton.
- Falicov, C. (1988). *Latino families in therapy*. New York: Guilford Press.
- Freeman, J. (1997). *Playful approaches to serious problems: Narrative therapy with children and their families*. New York: W.W. Norton and Co.
- Goodrich, T. (1991). *Women and power: Perspectives for family therapy*. Dunmore, PA: W.W. Norton & Co.
- Griffin, W. & Greene, S. (1998). *Models of family therapy*. Philadelphia, PA: Brunner/Mazel.
- Gurman, A. & Kniskern, D. (1991). *Handbook of family therapy, Vol. II*, New York: Brunner/Mazel.
- Hoffman, L. (2001). *Family therapy: An intimate history*. New York: W.W. Norton and Co.
- Imber-Black, E. (1988). *Families and larger systems: A family therapist's guide through the labyrinth*. New York: Guilford Press.
- Imber-Black, E. (Ed.). (1993). *Secrets in families and family therapy*. Dunmore, PA: W.W. Norton and Co. Inc.
- Kayser, K. (1993). *When love dies: The process of marital disaffection*. New York: Guilford Press.
- Kerr, M. & Bowen, M. (1988). *Family evaluation*. New York: W.W. Norton.
- McGoldrick, M., Anderson, C., & Walsh, F. (1989). *Women in families: A framework for family therapy*. New York: W.W. Norton.
- Minuchin, P., Colapinto, J., & Minuchin, S. (1998). *Working with families of the poor*. New York: Guilford Press.
- Pam, A. & Pearson, J. (1998) *Splitting up: Enmeshment and estrangement in the process of divorce*. New York: Guilford Press.
- Pittman, F. (1987). *Turning points: Treating families in transition and crisis*. Dunmore, PA: W.W. Norton & Co.
- Richardson, R. (1998). *Family ties that bind: A self-help guide to change through family of origin therapy* (3rd ed.). International Self-Counsel Press Inc.
- Saba, G., Karrer, B., & Hardy, K. (1989) *Minorities and family therapy*. New York: Haworth Press.
- Schwartz, R.C. (1994) *Internal family systems therapy*. New York: Guilford Press.

- Selekman, M. (2000). *Solution focused therapy with children: Harnessing family strengths for systems change* (1st ed.). New York: Guilford Press.
- Slipp, S. (1984). *Object relations: A dynamic bridge between individual and family treatment*. New York: Jason Aronson.
- Snyder, M. (1995). *Ethical issues in feminist family therapy*. Binghamton, New York: Haworth.
- Titelmark P. (1992). *The therapist's own family: Toward the differentiation of self*. Dunmore, PA: Jason Aronson Inc.
- Todd, M. (2001). *Linked for life: How our siblings affect ourselves*. Kensington Publishing Corp.
- Treadway, D. (1989). *Before it's too late: Working with substance abuse in the family*. New York: W.W. Norton.
- Walsh, F. (1993). *Normal family process* (2nd ed.). New York: Guilford Press.
- Walsh, F. (1998). *Strengthening family resilience*. New York, Guilford Press.
- Walters, M., Carter, B., Papp, P., & Silverstein, O. (1988). *The invisible web: Gender patterns in family relationships*. New York: Guilford Press.
- Weingarten, K. & Bogard, M. (1996). *Reflections on feminist family therapy training*. Binghamton, NY: Haworth Press.
- White, M., & Epston, D. (1990). *Narrative means to therapeutic ends*. New York: Norton.
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Appropriate Use of Electronic Devices

Non-academic use of laptops, tablets and other electronic devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other e-devices are to be used during synchronous class sessions for non-academic reasons. This includes e-mailing, texting, social networking, and use of the Internet.

Protecting Confidentiality

The student must respect all guidelines of confidentiality as outlined in the Canadian Association of Social Workers (CASW) Code of Ethics (<https://casw-acts.ca/en/Code-of-Ethics>). No information that could potentially identify a client of any service system will be used in class discussions or assignments. If case material or client information are incorporated into papers, assignments, and/or the classroom, it is necessary to comply with agency policies about confidentiality and to always disguise case material.

For all assignments, your work is respected as private. However, if the instructors/teaching assistant have reason to believe your professional and/or academic development are of concern, or if client safety is a concern, a copy of your work (including work that is spoken) may be retained and/or shared with other faculty, program administrators, or any other person who may need to be involved as part of the process of resolution.

Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

Recording of synchronous class sessions, small group discussions or meetings is prohibited unless express permission is obtained from the course instructor and students.

Other school policies can be accessed through the school of social work student handbook.

Learning Resources

- UBC Learning Commons has a variety of tools and information such as; borrowing equipment, academic integrity (**APA Citation Guide**), writing support, skills for class, skills for life and academic support to assist students in their learning. For learning resources, visit: <https://learningcommons.ubc.ca/>.
- Class rosters are generally provided to the Course Instructor with students' legal names; however, I am happy to honour your request to address you by the name and/or gender pronoun(s) you use for yourself. Please advise of this as soon as possible so I can ensure use of your correct name and pronouns in this space. If you need general support around this issue, please also be aware that *Trans and Gender Diversity at UBC* can provide advocacy in ensuring that all of your instructors are using the name/pronouns you use. (<https://students.ubc.ca/campus-life/diversity-campus/trans-gender-diversity>)
- UBC School of Social Work and the Course Instructor are committed to providing accommodations for students with disabilities. Accommodations are collaborative efforts between students, faculty, and the Centre for Accessibility. Students with accommodations approved through the Centre for Accessibility Office are responsible for contacting the course instructors prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet registered with the Centre for Accessibility should do so immediately (<http://you.ubc.ca/ubc-life/campus-community/students-disabilities/>).