



# School of Social Work

FACULTY OF ARTS

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəyəm (Musqueam) people. The School logo designed by Ray Sims, a member of the Musqueam Nation, depicts Raven transforming into a human child. Raven is seen to be the most magical of all beings with the ability to shapeshift into anything at will. The most frequent form Raven takes is that of a human. Through adventures, Raven creates much of what we have around us. Humans learn much and acquire much knowledge of life and living through learning the orals associated with Raven's adventures and misadventures, for Raven intentionally, as well as inadvertently, has created much by making mistakes.

*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 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.

## COURSE INFORMATION

<b>Year/Term/Dates</b>	Winter 2021-22, Term 2, January 12–April 6 2022
<b>Course Title</b>	SOWK 532A: Social Work Practice with Families
<b>Course Schedule</b>	Wednesdays, 5:00-8:00pm
<b>Course Location</b>	Jack Bell Building, Room 224 / Zoom
<b>Course Instructor</b>	<b>Christiana Bratiotis, PhD, MSW</b> <a href="mailto:christiana.bratiotis@ubc.ca">christiana.bratiotis@ubc.ca</a> , 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.

## Required Textbook(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.

## Course Schedule

<b>SESSION 1:</b>	January 12, 2022
<b>TOPIC:</b>	Introduction to course and each other Syllabus review
<b>READ-WATCH-LISTEN:</b> asynchronous learning	--
<b>DO TOGETHER:</b> synchronous learning	Zoom class meeting, 5:00-8:00 pm
<b>SESSION 2:</b>	January 19, 2022
<b>TOPIC:</b>	Etiology and foundations of family work Basic concepts of family therapy

<b>READ-WATCH-LISTEN:</b> asynchronous learning	Gehart (3-37) Canvas postings
<b>DO TOGETHER:</b> synchronous learning	Zoom class meeting, 5:00-7:30 pm Optional skills lab, 7:30-8:00 pm
<b>SESSION 3:</b>	January 26, 2022
<b>TOPIC:</b>	Family system assessment and formulation Basic techniques of family therapy Treatment planning, evaluating progress and documentation in family therapy
<b>READ-WATCH-LISTEN:</b> asynchronous learning	Gehart (517-603) Canvas postings
<b>DO TOGETHER:</b> synchronous learning	
<b>SESSION 4:</b>	February 2, 2022
<b>TOPIC:</b>	Indigenous ways of knowing in work with families
<b>READ-WATCH-LISTEN:</b> asynchronous learning	Canvas postings
<b>DO TOGETHER:</b> synchronous learning	
<b>SESSION 5:</b>	February 9, 2022
<b>TOPIC:</b>	Intergenerational family therapy Using genograms as an assessment and intervention tool
<b>READ-WATCH-LISTEN:</b> asynchronous learning	Gehart (229-238) Canvas postings
<b>DO TOGETHER:</b> synchronous learning	
<b>SESSION 6:</b>	February 16, 2022
<b>TOPIC:</b>	Strategic family therapy
<b>READ-WATCH-LISTEN:</b>	Gehart (75-85, or to include systemic therapy 61-95) Canvas postings

asynchronous learning	
<b>DO TOGETHER:</b> synchronous learning	
<b>SESSION 7:</b>	March 2, 2022
<b>TOPIC:</b>	Structural family therapy
<b>READ-WATCH-LISTEN:</b> asynchronous learning	Gehart (125-163) Canvas postings
<b>DO TOGETHER:</b> synchronous learning	
<b>SESSION 8:</b>	March 9, 2022
<b>TOPIC:</b>	Experiential family therapy (165-227)
<b>READ-WATCH-LISTEN:</b> asynchronous learning	Gehart Canvas postings
<b>DO TOGETHER:</b> synchronous learning	
<b>SESSION 9:</b>	March 16, 2022
<b>TOPIC:</b>	Brief and solution focused family therapy
<b>READ-WATCH-LISTEN:</b> asynchronous learning	Gehart (331-376) Canvas postings
<b>DO TOGETHER:</b> synchronous learning	
<b>SESSION 10:</b>	March 23, 2022
<b>TOPIC:</b>	Collaborative and narrative family therapies
<b>READ-WATCH-LISTEN:</b> asynchronous learning	Gehart (379-445) Canvas postings
<b>DO TOGETHER:</b> synchronous learning	

<b>SESSION 11:</b>	March 30, 2022
<b>TOPIC:</b>	Cognitive behavioural family therapy
<b>READ-WATCH-LISTEN:</b> asynchronous learning	Gehart (275-329) Canvas postings
<b>DO TOGETHER:</b> synchronous learning	
<b>SESSION 12:</b>	April 6, 2022
<b>TOPIC:</b>	Termination with families Supervision and consultation in family therapy work Course End Celebration!
<b>READ-WATCH-LISTEN:</b> asynchronous learning	Gehart (627-631) Canvas postings
<b>DO TOGETHER:</b> synchronous learning	

## 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%
Assignment 2: Family Therapy Assessment and Intervention Planning	50%
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, 7<sup>th</sup> 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 3<sup>rd</sup>

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: 9 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 7<sup>th</sup> 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: 6 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.

## **UBC COVID-19 Protocols for in-class learning**

**COVID-19 Safety:** You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment.

**If you are sick, it is important that you stay home.**

**If you miss class because of illness:**

- Ask someone to share their notes if I am lecturing. But in the case of discussions about readings, we will endeavour to record conversations for you to access later through Canvas.
- Be sure to consult the class resources on Canvas.
- If you are concerned that you will miss a key activity due to illness, contact the instructor to discuss.

**If I (the instructor) am feeling ill:** If I am unwell, I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible by email. Our classroom will still be available for you to sit in and attend an online session. In this instance:

- If I am well enough to teach, but am taking precautions to avoid infecting others, we may hold the class online. If this happens, you will receive an email informing you how to join the class.
- If I am not well enough to teach I may ask you to do an activity or read something in place of class time

## Attendance

The attendance policy is in the student handbook on page 8. You can find the student handbook on the Advising page of our website: <https://socialwork.ubc.ca/undergraduate/advising/>

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is required in all social work courses. 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.

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. <https://learningcommons.ubc.ca/>

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](http://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* (7<sup>th</sup> 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* (2<sup>nd</sup> 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* (5<sup>th</sup> ed.). Columbus, Ohio: Merrill Prentice Hall Publishers.
- Goldenberg, I. (2008). *Family therapy: An overview* (7<sup>th</sup> ed.). New York: Pacific Grove, CA.: Brooks/Cole.
- Hanna, S. & Brown, J. (2006). *The practice of family therapy, key elements across models* (3<sup>rd</sup> ed.). Toronto, Canada.
- Harvey, J. H. & Fine, M. A. (2010). *Children of divorce: Stories of loss and growth* (2<sup>nd</sup> ed.). New York: Routledge.
- Janzen, C., Harris, O., Jordan, C & Franklin, C. (2006). *Family treatment, Evidence-based practice with populations at risk* (4<sup>th</sup> 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* (3<sup>rd</sup> ed.). New York: W.W. Norton.
- McGoldrick, M., Giordano, J., & Pearce, J. (2005). *Ethnicity and family therapy* (3<sup>rd</sup> ed.). New York: Guilford Press.

- McGoldrick, M. & Hardy, K. V. (Eds.). (2008). *Re-visioning family therapy: race, culture, and gender in clinical practice* (2<sup>nd</sup> ed.). New York: Guilford Press.
- McNeece, C. A., & DiNitto, D. M. (2011). *Chemical dependency: A systems approach* (4<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.
- Merrell, K.W. (2003). *Behavioral, social, and emotional assessment of children and adolescents* (2<sup>nd</sup> 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* (10<sup>th</sup> 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* (2<sup>nd</sup> ed.). New York: Guilford.
- Thomlison, B. (2002). *Family assessment handbook*. Pacific Grove, CA. Brooks/Cole.
- Walsh, F. (2009). *Spiritual resources in family therapy* (2<sup>nd</sup> 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* (3<sup>rd</sup> 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* (1<sup>st</sup> 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.
- Titelmank 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* (2<sup>nd</sup> ed.). New York: Guilford Press.
- Walsh, F. (1998). *Strengthening family resilience*. New York, Guildford 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.

## University Policies

**Support:** UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available at:  
<https://senate.ubc.ca/policies-resources-support-student-success>

## Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. No learning analytics are being used in this course.

## 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.

Students may not record class or group discussions without prior permission of all individuals in attendance.

## Support

During the term, I will do my best to offer support if I am concerned about your academic performance or wellbeing. I also encourage you to contact me or your academic advisor if you need assistance. In addition, I may identify concerns using the UBC [Early Alert](#) system which provides students with the earliest possible connection to resources like academic advising, financial advising, counseling, or other support services to help you get back on track. Any information transmitted through early alert is treated as confidential (see [earlyalert.ubc.ca](http://earlyalert.ubc.ca)).

## 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	83.5	
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.