



The University of British Columbia

School of Social Work

Course Outline -

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.

Year: 2015-2016 Winter

Course Title: SOWK 532A-001: Social Work Practice With Families

Course Schedule: Thursdays, 9:00 - 12:00, (Term 2)

Location(s): SOWK 224, Jack Bell Bldg

Instructor: Dr. Joe Blom

Office location: Room 104 - Jack Bell Building

Office phone: (604) 688-5968

Office hours: After class

E-mail address: Joe.Blom@ubc.ca

COURSE DESCRIPTION:

This family therapy course is designed to provide students with an appreciation for the theory and practice of family therapy. (Calendar description)

COURSE OBJECTIVES:

The course is designed to assist you in developing a narrative, 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. Acquire a basic understanding of the history and development of "systems thinking" in early and emerging approaches to family therapy
2. Attain an understanding of how personality, family of origin, value systems and past social experiences affect working with families
3. Come to understand how family systems are affected by dominant cultural narratives and social discourses in terms of socioeconomic status, language, and self-identity.
4. Learn about the processes and stages, trials and pitfalls of family therapy

5. Be sensitive to a post-modern, interpretive, "meaning-centered" perspective involving the principles of transformation and healing.

COURSE FORMAT:

Course objectives will be achieved through mini-lectures, case and group discussions, word studies, role plays, classic video tapes, YouTube presentations, class presentations, reference to field work situations, etc. You are encouraged to use the class as an opportunity for consultation to learn effective/flexible ways to apply a variety of practice principles and techniques to the best of your comfort and ability.

REQUIRED READINGS:

Instructor's custom course reading package. Available at the UBC bookstore.

COURSE ASSIGNMENTS AND GRADING:

* 7 critical "musing-reflections", integrating a weekly reading with relevant life/work/practicum experiences (400-450 words). The last "set of musings" should be double in length and comment on the purpose and value of the ritual reflection process. Due on the day the reading is covered in class. *Value: 40%*

* Class participation

a) half hour theory/case study class presentation of your choice

b) discussion/group presentations

Value: 20%

* Term Paper (consultation with course instructor is encouraged)

a) comparative analysis/integration of 2 family therapy theories in terms of a particular social work situation of your choice, **or**,

b) using one foundation theory, develop and defend a practice model in terms of a family situation of your choice, **or**

c) family of origin paper, (to be discussed in class) in terms of a

i) autobiographical/self-narrative, **or**

ii) digital, multi-media presentation: (text, music, photos) *Value: 40%*

Due date of term paper: April,

15.

Term paper **a or b** should be double-spaced, typed, in APA style, and no more than 12 pages, excluding bibliography, in a form acceptable for journal submission. Font size should be 12 point. Reflections, term paper and class presentations will be marked in terms of the following criteria:

- Content – thoroughness
- Analysis – comprehension
- Organization – format
- Conciseness – cohesiveness, clarity
- Style – grammar, spelling, punctuation, vocabulary

COURSE AND CLASS SCHEDULE:

Unit 1

January 7: Introduction

Course overview and expectations

January 14: Context and Foundations of Family Therapy

Pearson, Carole (1998), "Making a Difference: "The Heroic Journey," in **The Hero Within: Six Archetypes We Live By**. New York: HarperSanFrancisco, pp. 3-16.

Nichols, Michael P. (9th ed., 2010), "The Foundations of Family Therapy," in **Family Therapy: Concepts and Methods**. Boston: Allyn * Bacon, Inc., pp. 1-8.

McGoldrick, Monica (Ed., 1996), **Revisoning Family Therapy: Race, Therapy, Culture and Gender in Clinical Practice**. New York: Guilford Press, pp. 3-19.

Thomlinson, Barbara (2007), "Assessing your Family and Critical Thinking," in **Family Assessment Handbook**. Thomson Brooks/Cole, pp. 25-31.

Unit 2

January 21: Multigenerational Approach

Blom, Djuwe Joe (2nd ed., 2002), "The Multigenerational Approach to Family Therapy," in **Three Approaches to Family Therapy: Concepts, Methods, Applications and Illustrations**. Boston: Pearson Custom Publishing, pp. 3-17.

van Ecke, Yolanda, et al. (2006), "Bowlby and Bowen: Attachment Theory and Family Therapy," **Counseling and Clinical Psychology Journal**, 3(2), pp. 81-108.

Richardson, Ronald (1995), "Doing the Work," in **Family Ties That Bind**. North Vancouver: Self -Counsel Press, pp. 90-116.

January 28: Multigenerational Approach cont'd

Goldhor Lerner, Harriet (1985), "Old Moves, New Moves and Countermoves," in **The Dance of Anger: A Woman's Guide to Changing the Patterns of Intimate Relations**. New York: Harper and Row Publishers, pp. 17-40.

Imber-Black, Evan (1993), "Secrets in Families and Family Therapy: An Overview," in Evan Imber-Black (ed). **Secrets in Families and Family Therapy**. New York: W.W. Norton & Company, pp.1-28.

February 4: Experiential-Symbolic Approach

Gladding, Samuel T. (4th ed., 2007). "Experiential Family Therapy," in **Family Therapy: History, Theory and Practice**. Saddle River, New Jersey: Pearson Education, Inc., pp. 155-177.

Johnson, Susan M. (2nd ed., 2004). "EFFT: Emotionally Focused Family Therapy – Restructuring Attachment," in **The Practice of Emotionally Focused Couple Therapy: Creating Connection**. New York: Brunner-Routledge, pp. 243-265.

Satir, Virginia, (2000), "The Therapist Story," in Michele Baldwin, **The Use of Self in Therapy**. New York: Haworth Press, pp.17-27.

Unit 3February 11: Structural Family Therapy

Blom, Djuwe Joe (2nd ed., 2002). "Structural Approach to Family Therapy," in **Three Approaches to Family Therapy: Concepts, Methods, Applications and Illustrations**. Boston: Pearson Custom Publishing, pp. 71-82.

Haley, Jay (Ed., 1985, Vol. 3), "Family Interview Technique and the Trauma That Cures," in **Conversations with Milton Erickson: Changing Children and Families**. New York: Triangle Press, pp. 1-12. (not complete article)

Friedman, Edwin H. (1988), "Systems and Ceremonies: A Family View of Rites of Passages," in Betty Carter and Monica McGoldrick (2nd ed.) **The Changing Family Life Cycle: A Framework for Family Therapy**. New York: Gardner Press, pp. 119-147.

February 15-19: Mid-term BreakFebruary 25: Structural Approach cont'd

Minuchin, Salvador, Michael Nichols and Wai-Yung Lee (2007), "Conflicted Couple/ Triangulated Children," in **Assessing Families and Couples: from Symptom to System**. Boston: Pearson Education, Inc., pp. 35-49.

Roberts, Janine (1988), "Setting the Frame: Definition, Functions and Typology of Rituals," in Evan Imber-Black, Janine Roberts and Richard Whiting, **Rituals in Families and Family Therapy**. New York: W.W. Norton & Company, pp. 3-46.

March 3: Strategic Approach

Goldenberg, Herbert and Irene Goldenberg (7th ed., 2008), "Strategic Models," **Family Therapy: An Overview**. Thomson Brooks/Cole: Canada, pp. 262-287.

Kottler, Jeffrey A. & Marilyn J. Montgomery (2nd edition, 2011), "Brief Approaches: Problems and Solutions," **Theories of Counselling and Therapy: an Experiential Approach**. Thousand Oaks, California: Sage Publications, pp. 243-277.

Unit 4March 10: Systemic Therapy Approach

Blom, Djuwe Joe (2002), "Systemic Approach to Family Therapy," in **Three Approaches to Family Therapy: Concepts, Methods, Applications and Illustrations**. (2nd ed.) Boston: Pearson Custom Publishing, pp. 131-147.

Imber-Black, Evan (1988). "Family-Larger System Assessment Model," in **Families and Larger Systems: A Family Therapists Guide Through the Labyrinth**. New York: The Guilford Press, pp.44-90

March 17: Systemic Therapy Approach cont'd (no Class)

Mehl-Madrona, Lewis (2005) "Stories of Connectivity," in **Coyote Wisdom: The Power of Story in Healing**.. Rochester, Vermont: Bear & Company: 88-107.

Bagarozzi, Dennis. A & Stephen A. Anderson (1989), "Foundations and Theoretical Underpinnings," and "Myths: Major Characteristics and Structures," in **Personal, Marital and Family Myths**. New York: W.W. Norton & Company, pp. 1-14.

Stone, Elizabeth (1988), "Family Myths," in **Black Sheep and Kissing Cousins: How Family Stories Shape Us**. New York: Penguin Books, 96-108.

March 24: Post-Modern and Aboriginal Epistemologies

Bevcar, Dorothy Stroh and Raphael J. Bevcar (2006), "Postmodern Approaches," in **Family Therapy: A Systemic Integration**. Boston: Pearson Education, Inc., pp. 256-274.

Waldegrave, Charles (1993) "The Challenges of Culture to Psychology and Postmodern Thinking," in **Cultural Justice and Ethics**. Symposium Proceedings: Annual Conference of the New Zealand Psychological Society, University of Victoria, Wellington, ed. Linda Waimarie Nikora, Psychology Department, University of Waikato, Private Bag 3105, Hamilton, New Zealand, 404-413.

Poonwassie, Anne and Ann Charter, (2005), "Aboriginal Worldview of Healing: Inclusion, Blending, and Bridging." In **Integrating traditional healing and Practices Into Counselling and Psychotherapy**. Thousand Oaks, California: Sage Publications, 15-25.

Unit 5

March 31: Feminist/Narrative Praxis

Norsworthy, Kathryn L. (3rd ed., 2000), "Feminist Family Therapy," in Arthur M. Horne, **Family Counseling and Family Therapy**. Itasca, Illinois: F. E. Peacock Publishers, pp. 515-538.

Rasheed, Janice M. et al (2011), "Narrative Family Therapy," **Family Therapy: Models and Techniques**. Thousand, Oaks, California: Sage Publications, pp. 303-324.

April 97 Healing Broken Self-Narratives

Jones Thomas, Anita & Sara E. Schwarzbaum, (2011, 2nd ed.) "Karen's Story," in **Culture & Identity: Life Stories for Counsellors and Therapists**. Sage: Culture Identity, pp. 301-319.

Adams-Westcott, Janet et al. (1993), "Escaping Victim Life Stories and Co-Constructing Personal Agency," in Stephen Gilligan & Reese Prise (Ed.). **Therapeutic Conversations**. New York: W. W. Norton & Company, pp. 258-271.

Stone, Richard (1996), "The Healing Path," **The Art of Storytelling: A Sacred Journey of Personal Discovery**. New York: Hyperion, pp. 167-190.

COURSE POLICIES

Excerpt from the UBC calendar:

Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.

The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

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 examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Academic Dishonesty:

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

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.