Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Winter 2020

Course Code: SOCWK 321R (cross-listed with SWREN 321R)
Course Title: Social Work with Families

Class Times/Location: Tuesdays 6:30 -9:20 PM/REN2107

Instructor
Instructor: Dr. Debbie Wang
Office: Part-Time Office 1623
Office Phone: (519) 622-0224
Office Hours: Thursdays 6:00 p.m.-6:30 p.m. or by appointment
Email: debbie.wang@uwaterloo.ca

Course Description
This course will introduce students to different theories used in working with families in the practice of social work. Using a learning-centered educational approach, students will be introduced to systemic, cognitive-behavioural, and postmodern family therapy theories using clinical case documentation based on social work core competencies and code of ethics. Diversity, evidence-based therapies, and the research foundations will also be covered.

Learning-centered education refers to designing educational curricula that focus on promoting active student learning of specific skills and knowledge rather than mastery of content. In this approach, learning is the focus of curriculum design; thus, student learning is frequently measured to determine whether students are meaningfully engaging the material. Students are active in this process, applying and using knowledge rather
than trying to memorize or analyze it. Clearly defined learning objectives and criteria are used to facilitate student learning and democratized the student-teacher relationship. In this course, students will be learning each theory using clinically relevant case documentation.

**Course Objectives and Learning Outcomes**

The learning objectives for this course focus on learning aspects of theory that is relevant to everyday family therapy practice. Upon completion of this course, students should be able to:

A. Demonstrate an understanding of the process and techniques of family therapy approaches within the context of social work.
   - To be measured on quizzes, treatment plans in the group presentation and the theory paper.
B. Demonstrate understanding of theoretical concepts used for conceptualizing clinical social work cases.
   - To be measured on the case conceptualization in the group presentation and the theory paper.
C. Demonstrate an understanding of how family therapy theories may be appropriately used with diverse populations.
   - To be measured on the quizzes, case conceptualizations and treatment plans in the group presentation.

**Required Text**

**Readings Available on LEARN**
Check on LEARN regularly for weekly communication and additional learning materials.

**Course Requirements and Assessment**
This course has a strong component of both independent and interactive group learning. Students are expected to complete assigned readings prior to class and should be well prepared to participate in discussions and experiential activities. Small working groups will be determined at the second class of the term and it is expected that these groups will work together to support in-class and between-class collaborative learning and sharing. The group will also be responsible for a group project.
### Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date of Evaluation</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Online quizzes</td>
<td>Week 6 &amp; 12</td>
<td>30%</td>
</tr>
<tr>
<td>2. Group Presentation</td>
<td>Due on the day of presentation</td>
<td>35%</td>
</tr>
<tr>
<td>3. Theory Paper</td>
<td>Early due date: March 17</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>Official due date: Mar. 31</td>
<td></td>
</tr>
</tbody>
</table>

**Total** 100%

**Assessment 1**

Online quizzes (30%) during Week 6 & 12

A total of two online quizzes (15% each) will be given during the term. They will require knowledge and concepts from readings, lectures, class discussions, videos, and exercises. The quizzes will consist of only multiple choice questions.

**Educational Goals:**
- Provide opportunity to review and integrate materials
- Provide opportunity to improve test taking skills

**Assessment 2**

Group Presentation (35%): Due on the day of your group presentation

Students will be divided into groups. Each group will present to the class a theory-specific case conceptualization and treatment plan based on the assigned theory and do a role play.

The assessment/treatment plan should address a presenting issue of a couple or family.
- Present a one-page vignette describing the client and presenting problem.
- Present a theory-specific case conceptualization using the assigned template for your theory.
- Present a Treatment Plan from chapter 13, including early, middle, and late phase therapeutic tasks and client goals.
- The vignette, theory-specific case conceptualization, and treatment plan should be presented as a PowerPoint presentation up to 25 minutes.
- Provide a hard copy of the PowerPoint slides to the instructor and post a copy of handouts on LEARN for the class two days before class.
- Following the case conceptualization and treatment plan, the group should do a role play that demonstrates a specific technique using the case in the vignette. The role play should be no more than 15 minutes.

**Educational Goals:**
- Develop case conceptualization skills
- Develop treatment planning skills
- Apply theory to practical problems
• Demonstrate presentation skills
• Learn to work effectively in teams

Assessment 3
Theory Paper (35%): Early due date March 17 with 1% bonus mark and regular due date on March 31
Students will develop an 10-12 page paper examining the application of a theory of their choice. Instructions are as follows:
1. Select Theory for Treatment Plan: Students will choose one theory from the following:
   Systemic, Strategic, Structural, Satir Growth Model, Symbolic-Experiential, Emotionally Focused Therapy (for couples case), Intergenerational, Psychodynamic, Cognitive-Behavioural Family Therapy, Solution-Based, Collaborative, or Narrative.
2. Vignettes: Students will identify a relational issue in their personal life and will develop a brief, one-page vignette, revealing only information that they are comfortable revealing. The case must be relational but may be individual, couple or family depending on theory of choice. Note: you may revise history as needed to feel comfortable writing this assignment. I recommend you choose issues that you feel you have successfully dealt with and avoid issues that are still painful for you.
3. Case Conceptualization: Assess your vignette using the Case Conceptualization form from Chapter 11 of Mastering Competencies in Family Therapy; this will be scored using the rubric in the textbook.
4. Proposed Treatment Plan: Develop a treatment plan using the Treatment Plan form Chapter 13 of Mastering Competencies in Family Therapy; the rubric in the textbook will be used to score the assignment. Each treatment plan should be designed using a single theory, e.g., Solution-based, Structural, Systemic, etc.
5. Citations: Students will need to cite a minimum of 3 original academic sources for the theory chosen for the treatment plan (may be academic articles or books—online web and wiki pages will not count towards this total). Citations should be included for specific interventions and goals. Hint: Make sure you choose a theory that is a good fit for treating the presenting problem you choose. You will find certain problems lend themselves to certain theories.

Educational Goals:
• Develop familiarity with a theory of interest
• Apply concepts studied in class to actual case situations
• Develop assessment skills
• Develop treatment planning skills
• Begin to develop a sense of your personal approach to therapy
• Provide opportunity for personal growth and reflection

All writing submitted to the professor should be a final draft, free of spelling, grammatical, stylistic, and typographical errors. Students are encouraged to allow ample time for writing, keeping in mind the frequency of computer glitches. Students who would like extra assistance should make use of additional university and program writing resources.

Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
</tr>
</thead>
</table>
| 1    | Jan. 7   | • Introduction and Overview  
            • Competency & Theory in Family Therapy                        | Chapter 1                             |
| 2    | Jan. 14  | • Research & Ethical Foundations  
            • Case Conceptualization                                        | Chapters 2 & 11                       |
| 3    | Jan. 21  | • Bowen’s Intergenerational Family Therapy  
            • Genogram  
            • Clinical Assessment                                           | Chapters 7 & 12                       |
| 4    | Jan. 28  | • Philosophical Foundations of Family Theories  
            • Systemic and Strategic Theories                                 | Chapters 3 & 4                        |
| 5    | Feb. 4   | • Treatment Planning  
            • Evaluating Progress in Therapy  
            • Documentation: Progress Notes                                  | Chapters 13, 14 & 15                  |
| 6    | Feb. 11  | Group Work on Assigned Project                                       | **Online Quiz One (February 12-14)**   |
|      | Feb. 18  | Reading week (no class)                                              |                                       |
| 7    | Feb. 25  | • Case Conceptualization Practice  
            • Treatment Planning Practice  
            • Theory Paper Outline & Draft                                   | Chapters 11 & 13                      |
| 8    | Mar. 3   | • Structural Family Therapy  
            • Psychoanalytic Family Therapy                                    | Chapters 5 & 7 with Presentations     |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
</tr>
</thead>
</table>
| 9    | Mar. 10| • The Satir Growth Model  
• Emotionally Focused Therapy                                            | Chapter 6                                         |
| 10   | Mar. 17| • Cognitive Behavioural Family & Couples Therapies  
• Mindfulness-Based Cognitive Behavioural Therapies                      | Chapter 8  
**Early Due Date for Theory Paper with 1% Bonus Mark**               |
| 11   | Mar. 24| • Solution-based Therapies  
• Collaborative Therapy                                                     | Chapters 9 & 10  
Course Evaluation                                                   |
| 12   | Mar. 31| • Narrative Therapy  
• Review & Integration of Course Content                                     | Chapter 10  
**Theory Paper Due**  
**Online Quiz Two (April 1-3)**                                         |

**Cross-listed course:**
Please note that this is a cross-listed course with SWREN 321R which will count in all respective averages no matter under which rubric it has been taken.

**Late Work**
Due dates are non-negotiable unless an extension is provided to the entire class. All written assignments are due during the first 15 minutes of class on the day they are due. Assignments submitted past the original or extended due date may be subject to a 2% deduction for each day.

**Electronic Device Policy**
Electronic devices are allowed in class, provided they do not disturb teaching or learning.

**Attendance Policy**
This course requires class discussions, experiential exercises, and group presentations; therefore, class contribution is imperative. The instructor expects your participation by attending class regularly.

**Final Examination Policy**
There will be no final examination for this course.
Accommodation for Illness or Unforeseen Circumstances:

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See http://www.registrar.uwaterloo.ca/students/accom_illness.html

Academic Integrity:

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the UWaterloo Academic Integrity webpage (https://uwaterloo.ca/academic-integrity/) and the Arts Academic Integrity webpage (https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

**Discipline:** Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor, academic advisor, or Academic Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties check Guidelines for the Assessment of Penalties (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/assessment-penalties).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo’s policy on Fair Dealing is available here: https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory. Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

**Grievance:** A student who believes that a decision affecting some aspect of university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4 (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70). When in doubt, please be certain to contact the department’s administrative assistant,
who will provide further assistance.

**Appeals:** A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there are grounds. Students who believe they have grounds for an appeal should refer to Policy 72, Student Appeals (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

**Academic Integrity Office (uWaterloo):**
http://uwaterloo.ca/academic-integrity/

**Accommodation for Students with Disabilities:**

**Note for Students with Disabilities:** The AccessAbility Services office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities, without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AAS office at the beginning of each academic term.

**Intellectual Property.** Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

**Mental Health Support**
All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.
On Campus
- Counselling Services:  counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek form Student Life Centre

Off campus, 24/7
- Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- OK2BME: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS website
Download UWaterloo and regional mental health resources (PDF)
Download the WatSafe app to your phone to quickly access mental health support information

A respectful living and learning environment for all

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

If you experience or witness harassment or discrimination, seek help. You may contact Credence & Co., Renison’s external anti-harassment and anti-discrimination officers, by email (info@credenceandco.com) or by phone (519-883-8906). Credence & Co. is an independent K-W based firm which works with organizations toward thriving workplace cultures, including professional coaching, consulting, facilitation, policy development, conflict mediation and ombudsperson functions.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.
According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.