NOTES: This is the instructor’s Supplemental Course Materials Packet. It is a supplement to the SW 739 Master Syllabus, which is the required syllabus for all sections of this course.

I. Purpose and Description of Course

This is a second year advanced direct practice course that seeks to build on family theory and practice from prior coursework and the EPAS competencies detailed in the foundation year courses. The course will offer various family treatment models including the classic schools and current developments in Family Therapy. A family systems approach will be the major underpinning for intervention with particular focus on the role of ethnicity, culture, gender, sexual orientation, and immigrant status on assessment and treatment. Students will develop knowledge and skills for working with families, including cultural competencies that can be applied to families of various cultural backgrounds.

II. Learning Outcomes and Competencies

At the completion of SW 739, students are expected to achieve the following CSWE Educational and Policy Accreditation Standards (EPAS), and CalSWEC mental health public child welfare competencies (CA) and practice behaviors (CP).

<table>
<thead>
<tr>
<th>EPAS 1</th>
<th>Demonstrate Ethical and Professional Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations [Exam, Paper]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CA 1.2</th>
<th>Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication [Exam]</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP 1.3</td>
<td>Skillfully identify and apply ethical principles in making child welfare practice decisions and articulate their application in routine and challenging ethical contexts [Exam, Paper]</td>
</tr>
<tr>
<td>EPAS 2</td>
<td>Engage Diversity and Difference in Practice (EPAS 2)</td>
</tr>
<tr>
<td></td>
<td>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels [Exam]</td>
</tr>
<tr>
<td></td>
<td>Present themselves as learners and engage clients and constituencies as experts of their own experiences [Paper]</td>
</tr>
<tr>
<td></td>
<td>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. [Paper]</td>
</tr>
<tr>
<td>CA 7.1</td>
<td>Integrate knowledge and theory of human behavior and the social environment from diverse perspectives to conduct reliable and valid assessments, comprehensive service plans, effective interventions, and meaningful evaluations in child welfare. [Exam, Paper]</td>
</tr>
<tr>
<td>CP 4.2</td>
<td>Consistently demonstrate the skill of learning from client systems and from diverse cultures, being informed by such differences, and applying the knowledge to child welfare practice [Paper]</td>
</tr>
<tr>
<td>EPAS 4</td>
<td>Engage in Practice-informed Research and Research-informed Practice</td>
</tr>
<tr>
<td></td>
<td>Use and translate research evidence to inform and improve practice, policy, and service delivery.</td>
</tr>
<tr>
<td>EPAS 6</td>
<td>Engage in Practice-informed Research and Research-informed Practice</td>
</tr>
<tr>
<td></td>
<td>Use knowledge of practice context to shape engagement with client systems [Exam]</td>
</tr>
<tr>
<td>EPAS 7</td>
<td>Assess Individuals, Families, Groups, Organizations, and Communities [EPAS 7]</td>
</tr>
<tr>
<td></td>
<td>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies [Paper]</td>
</tr>
<tr>
<td></td>
<td>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies [Exam, Paper]</td>
</tr>
<tr>
<td></td>
<td>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. [Exam, Paper]</td>
</tr>
<tr>
<td>CA 10(b).1.</td>
<td>Consistently gather qualitative and quantitative data from a variety of sources, form coherent meaning from the data, and use the resulting information to make recommendations and to plan interventions that meet standards for child welfare social work practice [Paper]</td>
</tr>
<tr>
<td>CP</td>
<td>Create service plans that demonstrate data collection and assessment methods</td>
</tr>
<tr>
<td>10(b).1.</td>
<td>reflecting goal mutuality and respect for clients from diverse backgrounds. [Paper]</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>EPAS 8</td>
<td>Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
</tr>
<tr>
<td></td>
<td>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies [Exam, Paper]</td>
</tr>
<tr>
<td></td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies [Exam, Paper]</td>
</tr>
<tr>
<td></td>
<td>Facilitate effective transitions and endings that advance mutually agreed-on goals. [Exam]</td>
</tr>
<tr>
<td>CP 10(b).1.</td>
<td>Shape child welfare interventions that demonstrate effective balance of multiple social worker roles and phases of service that recognize client strengths and self-determination. [Paper]</td>
</tr>
<tr>
<td>EPAS 9</td>
<td>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
</tr>
<tr>
<td></td>
<td>Select and use appropriate methods for evaluation of outcomes [Exam]</td>
</tr>
<tr>
<td></td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes [Exam]</td>
</tr>
<tr>
<td>CA 10(d).1.</td>
<td>Consistently employ reliable and valid methods for monitoring and evaluating practice interventions and use the results to improve child welfare policy and practice. [Exam]</td>
</tr>
<tr>
<td>CP 10(d).1.</td>
<td>Regularly engage in practice evaluation using reliable and valid methods, and apply the results to benefit child welfare clients [Exam]</td>
</tr>
</tbody>
</table>

### III. Texts and Readings:


*Other required articles and resources will be available through Blackboard and links included in the syllabus.*

**Additional Recommended Readings:**


Recommended Internet Resources:

California Board of Behavioral Sciences. Website available at: www.bbs.ca.gov

California Evidence Based Clearinghouse for Child Welfare. 
http://www.cachildwelfareclearinghouse.org/

California Legislation. Website available at: www.leginfo.ca.gov


National Child Traumatic Stress Network
http://www.nctsn.org/nccst/nav.do?pid=hom_main

Some helpful Evidence-Based Practice websites:

http://bjs.ojp.usdoj.gov/
http://www.naswdc.org/research/naswResearch/0108EvidenceBased/default.asp
http://www.nrepp.samhsa.gov/
http://www.cebc4cw.org/
http://www.campbellcollaboration.org/resources/links/links_social_welfare.php
http://www.campbellcollaboration.org/resources/links/links_crime_and_justice.php
http://www2.cochrane.org/reviews/

IV. Course Assignments

Assignment 1: Analysis of Family of Origin Paper (20% of course grade).
In this assignment, you are asked to demonstrate your understanding of family assessment concepts from the lectures and readings covered in the first five sessions of the course. The purpose of this paper is to increase your awareness of the dynamics of your family of origin.

The goals of the paper are to help you to: (a) identify how issues in your family have affected you and may influence your clinical work, and (b) apply the concepts of various family therapy models to a family you know well – your own family of origin. An additional goal is to provide an opportunity to succinctly present complicated material while including the most relevant information. This is an important clinical skill.

While the family information will be presumed to be about your own family, it will be written from the perspective of a therapist (you) who has been working with the family and has detailed knowledge to offer. Knowledge of one’s own family dynamics is extremely important in direct social work practice, as it helps social workers be more attuned to their countertransference strengths and vulnerabilities. Be assured that the instructor will keep confidential all information that you discuss in this paper. Papers will be evaluated on the basis of demonstrated: (a) effort and thoughtfulness, and (b) understanding of therapeutic issues, family dynamics, and approaches to family assessment using various theoretical models.

Guidelines for this assignment are presented in Appendix A. Please refer to the class schedule for the due date.
Assignment 2: Objective Comprehension – Exam (40% of course grade).
The purpose of the Exam is to assist students in using the required readings to achieve
the knowledge, values, and skills objectives of the course. Topics covered include:
professionalism and ethics (as related to family therapy), history of family therapy,
general concepts of Family Systems Theory, and concepts of the classic Family Therapy
models/approaches (i.e., Psychodynamic, Bowen Family Systems, Structural and
Strategic).

Students are expected to study all assigned readings, whether or not they are discussed
in class. Some of the questions on the Exam will be clinical case vignettes similar in
format to the type of questions that students will encounter on the Comprehensive
Exam on April 4, 2016. Students are to bring two 882-ES (short, green) scantron cards
and a Number 2 lead pencil for the exam.
*Please refer to the class schedule for the date of exam.*

Assignment 3: Group Assignment/Presentation: Application of a Family Therapy
Model (30% of course grade).
Students will form 4-5 groups. Each group will randomly select one of 4-5 assigned,
post-modern or evidence-based family therapy approaches to apply to a client and the
client’s family system (taken from one group member’s field caseload).

The family therapy approaches are: 1-Solution Focused Brief Therapy (SFBT), 2-
Narrative Therapy, 3-Psychoeducational Family Therapy, 4-Trauma-Focused Cognitive
Behavioral Therapy (TF-CBT), and 5-Parent-Child Interaction Family Therapy (PCIT).
Application of the family therapy approach will be described and demonstrated to the
class by group.
*Details of this assignment are outlined in Appendix B.*
*Please refer to the class schedule for the due date.*

Assignment 4: Court Immersion Activity Assignment: Reaction Paper Linking
Topics to SW 739 Class Material to Date (10% of course grade on an “All Credit”
(10%) or “No Credit” (0%) basis).
All students are required to attend the Court Immersion Presentation activities on April
25, 2016. The brief paper is due on May 2, 2016. This assignment requires all students
to write a brief (a maximum of 3 pages, double-spaced) reaction paper on the events
that transpired and how they may relate to the topics of the class. This assignment will
be graded as “All Credit” (10%) or “No Credit” (0%) (e.g. the paper is not turned in or is
very poorly executed). Some students may be required to attend another event on this
date: if so, they are still required to complete the assignment, but linking the activity they
participated in with the course topics. ALL STUDENTS MUST COMPLETE THIS
ASSIGNMENT.

*As some of this work is completed outside of school, completion of the form in Appendix
E in this syllabus (“Warning, Waiver and Release of Liability”) is required for all students.
Please download, complete, and turn in to the instructor at the beginning of the
semester.*
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Formal Due Date</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension – Exam</td>
<td>3/14/16</td>
<td>40</td>
</tr>
<tr>
<td>Family of Origin Paper</td>
<td>3/21/16</td>
<td>20</td>
</tr>
<tr>
<td>Group Assignment: Family Therapy Theory Presentation</td>
<td>Assigned date 4/11 or 4/18/16</td>
<td>30</td>
</tr>
<tr>
<td>Court Immersion Presentation – Reaction Paper</td>
<td>5/2/16</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5/2/16</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

V. Grading

Grades will be administered in accordance with the policies set forth in the Graduate Bulletin and will follow the School of Social Work Grading Policy documented in the Graduate Student Handbook. The Graduate Student Handbook can be found at the following website: [http://socialwork.sdsu.edu/docs/graduatehandbook091407.pdf](http://socialwork.sdsu.edu/docs/graduatehandbook091407.pdf).

Assignments will be needed to be completed in a timely fashion. No assignments will be accepted after the due date, unless otherwise negotiated prior to the due date. Extensions for assignments are generally not given, except at the instructor’s discretion for extenuating emergency circumstances.

*Grades will be determined in accordance with the following guidelines:*

1. Grades of A or A- are reserved for student work that not only demonstrates very good mastery of content, but also shows that the student has (a) undertaken complex tasks, (b) applied critical thinking skills to the assignment, and/or (c) demonstrated creativity in her or his approach to the assignment. The degree to which the student demonstrates these skills determines whether he/she receives an A or an A-.

2. A grade of B+ is given to work that is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment.

3. A grade of B is given to student work that meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets the basic expectations of the course.

4. A grade of B- denotes that a student’s performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.

5. A grade of C reflects a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.

6. Grades between C- and F denote a failure to meet minimum standards, reflecting serious deficiencies in a student’s performance on the assignment.
NOTE: Completion of all components of the assignment would result in a grade of B. As per the guidelines above: a grade of “B” is given to student work that meets the basic requirements of the assignment. It denotes that the student has done satisfactory work on the assignment and meets the basic expectations of the course.

The following grading scale will be utilized:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95 - 100</td>
<td>A</td>
</tr>
<tr>
<td>90 - 94</td>
<td>A-</td>
</tr>
<tr>
<td>87 - 89</td>
<td>B+</td>
</tr>
<tr>
<td>83 - 86</td>
<td>B</td>
</tr>
<tr>
<td>80 - 82</td>
<td>B-</td>
</tr>
<tr>
<td>77 - 79</td>
<td>C+</td>
</tr>
<tr>
<td>73 - 76</td>
<td>C</td>
</tr>
<tr>
<td>70 - 72</td>
<td>C-</td>
</tr>
<tr>
<td>67 - 69</td>
<td>D+</td>
</tr>
<tr>
<td>63 - 66</td>
<td>D</td>
</tr>
<tr>
<td>60 - 62</td>
<td>D-</td>
</tr>
<tr>
<td>59 or less</td>
<td>F</td>
</tr>
</tbody>
</table>

Incomplete Grade. On rare occasions (e.g., severe illness, family emergency), an “incomplete” grade may be granted, provided the student meets the criteria established by University and School of Social Work policies. These criteria include: (a) the instructor must agree that extenuating circumstances prevented the student from completing the work; (b) the student does not have to make up more than 30% of the required course work; and (c) the student and the instructor will sign a contract specifying the actions needed for the student to complete the course and a time line for completion.

VI. Course Policies

SDSU Faculty Senate Disability Policy:

San Diego State University School of Social Work abides by the Americans with Disabilities Act of 1990. If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. If SDS determines that a student has a disability and is eligible for academic accommodations (e.g., extended time for taking exams, etc.), it is the student’s responsibility to inform the instructor.

Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

Accommodation for Religious Observances:

Students will be allowed to complete examinations or other requirements in advance of a religious observance. However, it is the student’s responsibility to contact the professor in advance so that he or she can make the necessary arrangements. Please notify the instructor within the first two weeks of the semester if your religious observances conflict with class or due dates for professional arrangements can be made.

Academic Misconduct:

Academic misconduct is an act in which a student seeks to claim credit for the work or efforts of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or
damages the academic work of others, engages in conduct aimed at making false representation of a student's academic performance, or assists other students in any of these acts.

Academic misconduct, including plagiarism, is a serious offense in academia and will be treated according to the university policy, as written in the SDSU catalog/Graduate Bulletin. Any Academic misconduct, including plagiarism infractions, will be reported to the SDSU Office of Student Rights and Responsibilities as is mandated by the CSU Chancellor.

If you are unsure as to what is plagiarism: Students can take the 30-minute pre- and post-online quiz: SDSU Plagiarism: The crime of intellectual property by SDSU librarian Pamela Jackson, found at: http://library.sdsu.edu/guides/tutorial.php?id=28. For more information visit the Office of Student Rights and Responsibility:

SDSU Academic Senate - University Academic Policies on Cheating and Plagiarism
http://senate.sdsu.edu/policy/pfacademics.html

External Resources on Plagiarism:
Plagiarism: How to avoid it http://www.aresearchguide.com/6plagiar.html
Cyber plagiarism: Detection and Prevention from Penn State. Wholesale Copying, Cut & Paste, Inappropriate Paraphrase, Citation Guidelines, Practice Exercise http://tlt.its.psu.edu/suggestions/cyberplag/cyberplagexamples.html

The NASW Code of Ethics states that social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed. Social workers should honestly acknowledge the work of and the contributions made by others (NASW, 1999).

Students should be careful to give appropriate authorship credit to anyone from whom they have obtained information for written assignments and class presentations, including citing books, journal articles, Internet websites, class lectures, professional colleagues, and/or classmates. The instructor has the right to check written assignments for plagiarism by entering portions of the paper into a variety of websites.

Additional Academic Misconduct situations will be handled according to University Policy. Students who are found committing other forms of academic misconduct (other than plagiarism and cheating) will also be subject to standards set forth by the University. Such action could result in failing an assignment, failing the class, or being expelled from the University. Please refer to the current edition of the Bulletin of the Graduate Division.

Honesty and Integrity:

The NASW Code of Ethics asserts that social workers should “behave in a trustworthy manner” and “not participate in, condone, or be associated with dishonesty, fraud, or deception” (NASW, Rev 1999, Ethical Principles & Section 4.04). Social work students should conduct themselves in a manner consistent with the social work value of integrity and avoid all forms of academic misconduct including: cheating, plagiarizing, stealing course examinations, falsifying data, violating copyright laws, asking another student to sign the roll for them when they are not attending class, and/or intentionally assisting another individual in any of those actions. Please note the following definitions and policies:
Course Policies (In and Out of Classroom, e.g. social media, Blackboard, student communication, email, etc.):

NASW Code of Ethics, 2008:
The NASW Code of Ethics has been adopted as academic standards at the SDSU School of Social Work. Students are expected to maintain a high standard of professionalism and to follow all the principles of the NASW Code of Ethics (NASW, 1996, Revised 2008). The Code of Ethics specifies that social workers should be "continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them" (NASW, 1996, Revised 2008 Ethical Principles). Adherence to the Code of Ethics includes (but is not limited to) placing clients' interests in highest priority, maintaining client confidentiality, demonstrating appropriate professional boundaries, treating one's colleagues with respect, and maintaining standards of honesty and integrity.

Students are required to review and be in accordance with the NASW Code of Ethics at all times. NASW Code of Ethics: www.socialworkers.org/pubs/code/default.asp

Confidentiality. Students are expected at all times to maintain the confidentiality of clients that they have seen or are currently seeing in their field placements or work settings.

Best interests of clients. Students should use terminology that preserves the integrity of the person (e.g., "an individual diagnosed with schizophrenia", "a child or adult diagnosed with Attention Deficit Hyperactivity Disorder", "a child who has a learning disability"). Individuals should not be labeled with a condition (e.g., "a schizophrenic," "a borderline," or "the disabled"). Class members are encouraged to think about the source of information and its factual base before contributing to the class discussion. When in doubt, asking questions about appropriate terms for describing a client's diagnosis or condition is encouraged.

Course Assignments:
Exams: Exams must be taken on the dates they are scheduled. If illness or other extenuating circumstances prevent students from taking an exam on the scheduled date, they should contact the instructor to discuss the reasons preventing them from taking the exam. The instructor may then negotiate another time for the student to take the exam.

Policy on late assignments. The instructor expects that students will turn in the written assignments by the due dates specified in the Course Outline. Students should contact the instructor immediately (by phone or email) if unforeseen circumstances (e.g., severe illness, family emergency) prevent completion of work by the due date. If the emergency is verifiable, and the instructor agrees that it justifiably prevented student from completing the assignment, the student may negotiate an extended time frame for completing the work. Late papers will not be accepted if the student has failed to contact the instructor prior to the due date. If the paper is late for any reason other than a verifiable emergency, but has been discussed with the instructor prior to the due date, the grade for the student will be reduced by two grade levels (e.g., from A to B+), and a new due date will be established. The penalty for lateness will be increased to one full letter grade (three grade levels - e.g., from A to B) if the student still fails to turn in the assignment by the extended due date. The instructor may choose not to accept a paper that is more than ten days late, and the student would then receive a zero for the assignment.

Attendance / Absences: Attendance is expected. Adult learning requires diligent study of assigned readings, active participation in class discussions and attendance. Students
are expected to come to class on time and stay for the entire class session. Note, attendance may be taken at the beginning of class and again after the break. Absences and partial class attendance can significantly interfere with students’ ability to meet course objectives and may impact the student grade. The instructor will excuse absences resulting from verified unforeseen circumstances (e.g., illness, family emergency, etc.). Vacations and other out of town activities will not be considered to be excused absences. Also, the student’s field practicum experience should not conflict with class time (in accordance with SSW policy).

As a professional, via their Blackboard email, students should notify the instructor in advance of class by email if they need to miss class, arrive late, or leave early. If there is no notification provided to the instructor, the absence is considered to be unexcused. When students miss class, they shall take responsibility for obtaining all information discussed and presented in class and posted on Blackboard. More than one unexcused absence will result in the final letter grade being lowered by half a grade (ex. B+ to B).

Participation/Classroom Etiquette:
Class participation means to be actively engaged in the learning process and demonstrate professionalism. This includes demonstrating interest in class discussions, refraining from doing other work in class, passing notes, or engaging in side conversations. I encourage you to contribute comments, ask questions, and be an active participant in your education. Please respect the contributions or others.

This course is a seminar, meaning that as adult learners, students are expected to take an active role in creating a positive learning environment by studying the assigned readings prior to class and actively contributing to class discussions. Students are expected to bring material from their advanced field placements to class discussions. This may include specific case examples, ethical dilemmas encountered that are relevant to the course material or sharing of knowledge obtained in the field placement. Small group exercises will occur in class. Students are expected to actively participate in any small group to which they are assigned.

Respect for colleagues. Students can show respect for one another through collaborating with the instructor to create a safe, interactive, and intellectually stimulating classroom environment. This means: (a) actively contributing one’s thoughts and opinions without monopolizing class discussions, (b) listening respectfully to one’s colleagues, and (c) respecting others’ rights to disagree and express different opinions.

Professional boundaries. Professional communication involves interacting with others in an assertive, genuine way that respects others’ privacy and is considerate of their needs. Students can maintain good boundaries by being aware of their level of self-disclosure and disclosing information that can be appropriately and safely shared in an academic setting.

Cell Phone, Social Media Free Zone:
There will be no use of cell phones, or social media on laptops, tablets, electronic devices, etc. during class time as these may create distractions to the student’s learning experiences and process. Thus social media time, e.g., reading emails, texting, tweeting, Instagram’s, etc. are not allowed during class time. The Instructor reserves the right to request students to remove electronic devices if or when distractions occur. All technology will be closed during exams, reviews, and class exercises.
In addition, students are required to review and be in accordance with the School’s “Guidelines for the Use of Social Media” policy.

*Note: Class photos and/or recordings are not allowed at any time due to confidential discussions, case materials being presented, and for the protection of students, clients, and professional organizations.*

**Policies on Communication:**

*Communication with the Instructor:* The instructor will use Blackboard to send emails to students notifying them of documents posted on Blackboard and/or updates to course assignments. Students are responsible for assuring that: (a) they are currently registered in the course, and (b) their current email is listed on the Blackboard system.

*Blackboard:* Materials for this course, including lecture PowerPoint slides, documents, grades, etc. will be posted on Blackboard. Documents/slides may be posted on the day of or after class. Students should check Blackboard on a regular basis for updates. All instructor slides and materials posted are intended to be used as references for student review of class discussions and reading materials. Any information from the readings may be included in exam questions even if the material has not been discussed in class. Note: Not all Power Points or readings will be discussed in class.

*Office Hours:* The instructor will maintain office hours as listed on the heading of this syllabus, is available at other times by appointment, and may also schedule office hours in the San Diego Community for easy student access.

Students are encouraged to use the office hours and community scheduled times for questions related to the assigned readings or required assignments. In order to make the best use of office hour time, the instructor encourages students to schedule appointments when possible. The instructor also welcomes questions from students via email (preferred mode of communication is Bb email). Emails are viewed during business hours only (M-F). Please see contact information on the heading of this syllabus.

Off-campus assignment: This course requires students to participate in research that includes course work that may be performed off-campus (i.e., Evidence-Based Practice Group Project). Participation in such activities may result in accidents or personal injury and therefore requires a signature on the “Warning, Waiver and Release of Liability” that is in Appendix E of this document. Students participating in these events are aware of these risks. They agree to hold harmless San Diego State University, the State of California, the Trustees of the California State University and Colleges and its officers, employees and agents against all claims, demands, suits, judgments, expenses and costs of any kind on account of their participation in the activities. Students using their own vehicles to transport other students should have current automobile insurance.

Coordination of course with student’s field placement. Students are encouraged to take the time during supervision to discuss the content and requirements of this course and how the concepts learned might be applied to clients and families on their assigned caseload. Students are strongly encouraged to provide their Field Instructor with a copy of the syllabus.
**Teaching Methods:**
Course objectives will be achieved through conceptual and experiential means. Methods of teaching will include lectures, class discussion of required readings, discussion groups, videotapes, written assignments, guest speakers, and experiential exercises focused on clinical skill development (e.g., role-plays, case presentations, values clarification exercises, assessment skills worksheets).

Although the primary responsibility for introducing, organizing, and explaining course content rests with the instructor, it is expected that students will take responsibility for their own learning, incorporate critical thinking skills, show professional respect to the instructor and to each other, and help create a classroom atmosphere that facilitates the teaching/learning process.
### VII. Course Outline*

*The Course Outline is subject to changes by the instructor throughout the semester. Note that all readings will not be covered in class. Students are responsible for ALL assigned readings, regardless of whether they are discussed in class.*

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics / Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;Jan. 25</td>
<td><strong>Introduction to Course – Why Family Therapy?</strong>&lt;br&gt;Purpose of course, learning objectives, competencies, syllabus, assignments, schedule&lt;br&gt;Course structure and expectations&lt;br&gt;  - Professional Issues and Ethical Practice / Standards&lt;br&gt;  - Review and Overview of California laws, ethics, and ethical dilemmas&lt;br&gt;<strong>Required Readings:</strong>&lt;br&gt;  - SDSU Resources on Plagiarism – see required reading section&lt;br&gt;  - Goldenberg &amp; Goldenberg, (2013): Ch. 6&lt;br&gt;  - NASW Code of Ethics (rev. 2008) - available at <a href="http://www.socialworkers.org/">http://www.socialworkers.org/</a>&lt;br&gt;  - California Evidence Code 1010-1027 (Privileged Communication &amp; Exceptions) <a href="http://www.leginfo.ca.gov">www.leginfo.ca.gov</a>.&lt;br&gt;<strong>Recommended Review:</strong>&lt;br&gt;Overview of Board of Behavioral Sciences (BBS) Website: <a href="http://www.bbs.ca.gov">www.bbs.ca.gov</a>.</td>
</tr>
<tr>
<td><strong>Week 2</strong>&lt;br&gt;Feb. 1</td>
<td><strong>Identify Groups</strong>&lt;br&gt;  - Adopting a Family Relationship Framework&lt;br&gt;  - Origins and Growth of Family Therapy&lt;br&gt;<strong>Required Readings:</strong>&lt;br&gt;  - Goldenberg &amp; Goldenberg, (2013): Ch. 1 and Ch. 5</td>
</tr>
<tr>
<td><strong>Week 3</strong>&lt;br&gt;Feb. 8</td>
<td><strong>Family Development and Special Populations</strong>&lt;br&gt;  - Gender, Culture, and Ethnicity in Family Functioning&lt;br&gt;<strong>Required Readings:</strong>&lt;br&gt;  - Goldenberg &amp; Goldenberg, (2013): Ch. 2 and Ch. 3&lt;br&gt;  - Oltmann's et al, (2015): Ch. 17 – Gender Dysphoria</td>
</tr>
<tr>
<td><strong>Week 4</strong>&lt;br&gt;Feb. 15</td>
<td><strong>The Individual, the Family, and The Community</strong>&lt;br&gt;  - Structural Family Therapy&lt;br&gt;<strong>Required Readings:</strong>&lt;br&gt;  - Goldenberg &amp; Goldenberg, (2013): Ch. 4 and Ch. 10&lt;br&gt;  - Oltmann's et al, (2015): Ch. 10 – PTSD: Rape Trauma</td>
</tr>
<tr>
<td>Week 5</td>
<td>Feb. 22</td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
</tr>
</tbody>
</table>
|        | - Psychodynamic Models and Outlook  
|        | - Transgenerational Models  
|        |   - Bowen Family Therapy  
|        |   - Family Systems Models  
|        | **Required Readings:**  
|        |   - Goldenberg & Goldenberg, (2013): Ch. 7 and Ch. 8  

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Feb. 29</th>
</tr>
</thead>
</table>
|        | - Strategic Family Therapy  
|        | - Behavioral and Cognitive-Behavioral Models  
|        | **Required Readings:**  
|        |   - Goldenberg & Goldenberg, (2013): Ch. 11 and Ch. 12  
|        |   - Oltmann’s et al, (2015): Ch. 8 – Obsessive Compulsive Disorder  

<table>
<thead>
<tr>
<th>Week 7</th>
<th>March 7</th>
</tr>
</thead>
</table>
|        | - Experiential Models  
|        |   - A Comparative View of Family Theories and Therapies  
|        | **Required Readings:**  
|        |   - Goldenberg & Goldenberg, (2013): Ch. 9 and Ch. 17  
|        |   - Goldenberg & Goldenberg, (2013): Glossary of terms – Know the terms in previous chapters.  
|        |   - Oltmann’s et al, (2015): Ch. 21 – Borderline Personality Disorder  

<table>
<thead>
<tr>
<th>Week 8</th>
<th>March 14</th>
</tr>
</thead>
</table>
|        | **Exam on Classic Family Therapy Models**  
|        | Including concepts of Family Systems Theory; knowledge of classic approaches: Strategic, Structural, Psychodynamic, Bowenian, and Experiential); professional issues, ethical practices, and CA legal issues.  

<table>
<thead>
<tr>
<th>Week 9</th>
<th>March 21</th>
</tr>
</thead>
</table>
|        | **Family of Origin Assignment – Hard copy due at beginning of class to instructor.**  
|        | - Research on Family Assessment and Therapeutic Outcomes  
|        | **Required Readings:**  
|        |   - Goldenberg & Goldenberg, (2013): Ch. 16  
|        |   - Oltmann’s et al, (2015): Ch. 2 – Attention Deficit/Hyperactivity Disorder  

<table>
<thead>
<tr>
<th>March 28 - April 1</th>
</tr>
</thead>
</table>
| **Spring break: No classes. Have a great week off.**  

<table>
<thead>
<tr>
<th>Week 10</th>
<th>April 4</th>
</tr>
</thead>
</table>
|         | **Class Canceled due to Comprehensive Exam. Good Luck!**  

<table>
<thead>
<tr>
<th>Week 11</th>
<th>April 11</th>
</tr>
</thead>
</table>
|         | - Social Construction Models: Solution-Focused Therapy and Collaborative Therapy  
|         | - Social Construction Models: Narrative Therapy  
|         | **Required Readings:**  
|         |   - Goldenberg & Goldenberg, (2013): Ch. 13 and 14  
|         | Group Presentations on Family Therapy Theory / Models – Group 1 and Group 2  

---

SW 739 Spring 2016 – M.W. Siegel, LCSW
### Week 12
**April 18**

- **Psychoeducational Models: Teaching Skills to Specific Populations**

**Required Readings:**
- Goldenberg & Goldenberg, (2013): Ch. 15

**Group Presentations on Family Therapy Theory / Models – Groups 3, 4, 5**

<table>
<thead>
<tr>
<th>Course Evaluations and Summary</th>
</tr>
</thead>
</table>

### Week 13
**April 25**

- **Court Immersion Event – 8:00am to 12:45pm?**
  (Required joint activity event for in the academic curriculum for SW 739 and SW 750. Students must make arrangements to attend this class even though it is not your scheduled time.)

  *Our SW 739 class will be held only at the **scheduled event time in the morning** (not at 4:00pm).*

**Required Readings:**
- Court Immersion Activity Case and Materials

### Week 15
**May 2**

- **Court Immersion Presentations Reaction Paper – Due to Instructor at 8:00am during 739 / 750 Scheduled Event.**

**All SW 739, 750 sections (and SW 755) – joint event for the entire graduating class; meet for Specialized School Seminar event (required):**

  - “Behavioral Interviewing for the Workplace” – M. W. Siegel, LCSW
  - “Post MSW – Licensing, Certifications, and Beyond” – M. W. Siegel, LCSW
  - “MSW Transition to Workforce” – Fi and Community Leaders Speaker Panel

**Congratulations and time to enjoy!**
VIII. Course Bibliography

Many of the books and articles listed in the SW 631 and SW 739 bibliographies are highly relevant to the work for this course. Additional references are given below.

Books and Book Chapters


**Journal Articles**


State of California, Board of Behavioral Sciences (January 2016). *Statutes and regulations relating to the practice of marriage, family, and child counseling, licensed clinical social work, licensed educational psychology, and licensed professional clinical counseling.* Sacramento, CA.


**Family Therapy Sources/Periodicals**

American Journal of Family Therapy (HQ 1 J4622)

Family Process, Multidisciplinary Journal of Family Study Research & Treatment (RC 488.5/A1F3)

Family Relations Journal of Applied Family & Child Studies (HQ1 .F35)

Group and Family Therapy (RC488/A1G76)


Journal of Marital & Family Therapy (HQ 1/J472)

Journal of Marriage & the Family (HQ1 .J48)
Knowledge of one’s own family dynamics is extremely important in direct social work practice, as it helps social workers be more attuned to their countertransference issues, including strengths and vulnerabilities. Papers will be evaluated on the basis of demonstrated: (a) effort and thoughtfulness, and (b) understanding of therapeutic issues, family dynamics, and approaches to family assessment and (c) application of treatment interventions. Guidelines for this assignment are presented in the outline below.

You are asked to complete this assessment from the perspective that you are a therapist who has just completed treatment of your family of origin. Be assured that the instructor will keep confidential all information that you discuss in this paper. In this assignment, you will demonstrate your understanding of family assessment concepts from the lectures and readings covered in the first six sessions of the course. The purposes of the paper are to help you to: (a) identify significant issues in your family of origin and (b) apply the treatment interventions from one family therapy model to a family that duplicates the composition and dynamics of your family of origin.

The client family system must accurately reflect your family of origin in composition, history, dynamics, interactional patterns, etc. In this assignment you have completed what you consider to be successful treatment of the family. You are writing a termination summary. In this summary, please address the following issues:

1. **Description of family.** Describe the composition of your family of origin. Include a Genogram, Ecomap and Culturagram. These three documents may be included as appendices and will not count in the page limit. Focus your description on a time period or a critical situation in your family life (e.g., a major loss or transition) prior to young adulthood (before the age of 18).

2. **Presenting problem.** Why was the family presenting for treatment? This will most likely be related to the critical situation described above.

3. **Family assessment/application of family systems theoretical concepts.** Assess the family you treated (duplicate of your family of origin) according to the following elements:
   a. Describe the family composition including a genogram covering at least three generations (count you and your siblings as one generation), an ecomap and a culturagram. (See descriptions of each of these tools below.)
   b. Describe how the assessment was conducted, including any standardized assessment tools utilized.
   c. Assess the family client system using the theoretical concepts included in one of the following theories/models: Bowen Family Systems Therapy, Structural Family Therapy, or Experiential Family Therapy.
   d. As part of this assessment, identify and describe three themes/patterns in this family that have impacted the structure of the family and the history of its members. Identify the roles taken by various members. Identify family rules that influence family interactions.

---

1 2012, Sally Mathiesen, Ph.D.; 2010, Sally Mathiesen, Ph.D. and Barbara Ryan, LCSW, ACSW; Adapted from versions of the assignment written in 2003 by Concepcion Barrio, Ph.D. and Penny Dublin, LCSW and 2003 by Lucinda Rasmussen, Ph.D., LCSW

---

SW 739 Spring 2016 – M.W. Siegel, LCSW
4. **Treatment Process.** Present the following in a table format. (An example of a format is included in Appendix C.) This component of the paper should be no longer than 2 pages.
   a. Establish least three specific and measurable long-term treatment goals and short-term objectives developed with the family.
   b. Describe three interventions compatible with the selected treatment model you utilized in treating the family.
   c. Report outcomes of the treatment process that are specifically linked to the treatment goals. (As often happens in the treatment process, all goals may not have been achieved. In this case, state whatever progress was made toward the goals and what you believe deterred achieving a completely successful outcome for the goal.) The outcomes may be included in the table in which the treatment goals are described.

5. **Additional Treatment Issues.** Discuss the following
   a. Challenges and barriers you, as the treating therapist, encountered working with this family.
   b. Discuss at least two countertransference issues you experienced in working with this family that duplicates dynamics in your family of origin. Discuss how the issues might have impeded and/or how they might have positively impacted your ability to treat the family. How did you manage the countertransference issues?
   c. Recommendations you, as the therapist, may have for the family for addressing other issues after therapy has terminated.

C. **Format of Paper**

1. **Page Length:** The paper should be approximately 3 to 4 pages in length (no longer than 4 pages). The title page, abstract, treatment goals and objectives form, and any appendices (e.g., genogram, eco-map, and culturagram) do not count against the page limit. The paper should be typed, double spaced, with 1-inch margins, and 12-point font, using a proportional font such as Times New Roman. It should be clear, well organized, with no spelling or grammar errors.

2. **APA Format:** The paper must comply with the guidelines stated in the latest edition of the Publication Manual of the American Psychological Association. It must include a title with running head, an abstract consistent with APA guidelines (i.e., stating the purpose of paper, summarizing sources used, and giving a brief statement of your findings); and correct levels of headings (i.e., levels 1, 3, and 4 as explained in section 3.31 of APA manual). All references (i.e., library, Internet, and personal communication) must be appropriately cited in the text and on the reference list according to the guidelines specified in the APA manual. The references cited in the text and the references on the reference list should agree with each other (i.e., there should be no references cited on the reference list that are not cited in the text of the paper).

3. **References:** It is expected that you will have at least 3-4 references from journal articles or books that discuss family systems concepts. Your references should primarily come from books, journal articles, and Internet websites published during the past 7 years. Be cautious in using older references – use them only if you can justify that they are classic works in the psychological/social science literature. Also, limit your use of Internet
sources, while primarily focusing on scholarly references in books, journal articles or both.

4. **Grading** – the paper is worth 20% of your grade in the course.

5. Constructing a Genogram, Ecomap and culturagram

- **Genogram**: The genogram should show the structure of your family of origin and document important events in the family’s history (e.g., births, deaths, marriages, separations, divorces, and/or significant losses). It should illustrate intergenerational themes (e.g., physical illness, mental illness with DSM-IV diagnoses, substance abuse, child abuse [physical and/or sexual], domestic violence, criminal behavior), as well as family dynamics (e.g., fusion, enmeshment, disengagement, conflict, cut-offs, triangulation). Use appropriate symbols to illustrate the intergenerational themes and relationships/family dynamics in your family. Include a key table/legend that will explain what you intend to illustrate.

- **Eco-map**: The eco-map should illustrate the environmental resources of your family at the time of the critical situation impacting your family (i.e., a significant loss or major transition). It should depict the environmental factors (i.e., stressors and resources) influencing the family and evaluate the connections between the family and the various aspects of their environment. Evaluate the quality of your family’s connections with each aspect of the environment by noting whether the connections were positive, tenuous, or stressful. Indicate the flow of energy between the resource and the family (i.e., does the resource provide energy to the client system or take energy away?). Include a key table or legend.

- **Culturagram**: The culturagram is a family assessment tool that assesses the following factors related to culture: reasons for immigration; length of time in community; legal status; age at time of immigration; language spoken at home and in the community; health beliefs; celebrated holidays and special events; impact of crisis events; values regarding family, education, and work; and contact with cultural institutions (see Congress, 1994). The culturagram should be completed even if immigration issues are not present. Take each area of the culturagram and indicate how it applies to your family.
Appendix B

Group Presentation: Application of a Family Therapy Model

In this assignment, students will work in small groups to give a 60-minute presentation about the evidence base and application of an assigned family therapy model: Solution Focused Brief Therapy (SFBT), Narrative Therapy, Psychoeducational Family Therapy, Trauma-Focused Cognitive Behavioral Therapy (TF-CBT), or Parent-Child Interaction Family Therapy (PCIT).

The objectives of this assignment are to:

- Describe the concepts of the assigned family therapy model.
- Research, examine, and analyze the evidence base for the assigned family therapy model.
- Conceptualize a case study of a client and his or her family system that is compatible with the target population of the assigned family therapy model.
- Apply the components of the assigned family therapy model to the selected client and his or her family system to the stages of the helping process (i.e., engagement/addressing resistance, assessment/treatment planning, interventions, and evaluation), including each of the components of the model.
- Demonstrate to classmates through role-play how the intervention components of the assigned family therapy model are applied to the client and family system in at least two stages of the helping process (i.e., engagement/resistance, assessment/treatment planning, interventions, and evaluation).
- Examine and analyze how the family therapy model might be adapted and modified to address the cultural factors (e.g., ethnicity, gender, sexual orientation, socioeconomic class, immigration) of the client and his or her family.
- Describe the procedures that a professional would need to complete in order to be trained on the family therapy model.

The group project requires students to first research the evidence base of the assigned family therapy model applied to a family case study that is compatible with the model's target population. A client and his or her family should then be selected for use as the case study in the paper. The selected client system will be from the field placement caseload of one of the members of the group. The group's presentation will describe the findings of their research on the evidence base of their assigned family therapy model and demonstrate how the model would be used with their selected client and family system.

12016, Marci W. Siegel, LCSW; Adapted from prior versions by Lucinda A. Rasmussen, Ph.D., LCSW, Sally Mathiesen, Ph.D., LCSW and Barbara Ryan, LCSW.
A. Structure of Group Presentation

1. **Introduction – History and Purpose of the Family Therapy Model:** Give a brief history, including the name of the model’s originators, and a discussion of how the model was developed. Describe the theoretical base and concepts of the model, the target population on which the model has been researched and therapeutic issues with which members of the population (and their families) typically present.

2. **Evidence Base and Literature Review:** Present descriptive and empirical research literature that you found supporting your assigned family therapy model, as applied to your assigned target population. Discuss what type of research is available (e.g., meta-analyses, systematic reviews, descriptive and outcome studies, authoritative research). Summarize some of the research you have found (4 or 5 studies) in a Table that describes the details of the methodology and findings of the studies you reviewed (i.e., type of study, sample size, groups studied, measures, findings). This table will be part of the handout you give the class (see below).

3. **Practice Model:** Describe the components/interventions of the model and what they are intended to accomplish toward the overall goals of the model. Note if there is a specific order in which the components are utilized in the treatment of the family.

4. **Case Study: Assessment/Case Conceptualization:** The selected client (from one group member’s field placement) should present with problems appropriate for use with the assigned family therapy model. Define the presenting problem of the family and the family dynamics or interactional patterns that contribute to the presenting problem. Identify high risk and legal–ethical issues present in the case study. Discuss the cultural sensitivity of assigned family therapy model and how it applies to the case study you have selected. Illustrate your case study with a genogram, eco-map, and culturagram (following the guidelines from the *Application of a Family Therapy Theory* assignment).

5. **Case Study/Treatment Plan:** Formulate a treatment plan, identifying the treatment goals and objectives for the client and his or her family system, and planned interventions according to the concepts of the assigned family therapy model. Utilize the *Family Case Planning Worksheet*.

6. **Case Study:** Evaluation: Design an evaluation plan for the client and his or her family system using evidence based tool that is associated with your assigned family therapy model. Provide information about the purpose, normative population, validity, and reliability of the tool. If you are unable to locate an evidence based tool associated with your family therapy model, design an evaluation plan that is objective and measurable. This could include utilizing an evidence based tool from another family therapy model.

7. **Role Play:** Conduct one or more role plays that demonstrate the application of at least one component from your assigned family therapy model to your client and his or her family system and address at least two stages of the helping process. The role plays can be an in-class presentation or a videotaped role-play that your group produced. After the role plays are completed, conduct a discussion with your classmates about what they observed in your application of the family therapy interventions. Approximately 15 minutes of the Group Presentation time should be devoted to the role play and processing it with your classmates.
8. **Conclusion:** Discuss the implications of your research on the model for clinical social work practice, and provide suggestions for future research. Discuss how the model may be utilized by MSWs. Discuss any training that might be needed in order to maintain model fidelity. If they exist, identify any components of the model that could be utilized without extensive training.

9. **Handout:** Prepare and distribute a handout to class members and the instructor, summarizing the information you presented. The handout should include: (a) summary of the presentation; (b) brief write-up (1/2 page of the description of client and presenting problems for the case study); and (c) the Table you created summarizing the studies you reviewed.

The handout should be no more than 5 pages in length. Also attach a Reference List (which does not count against the page limit). References must be in APA format, as specified in the Sixth Edition of the APA Manual. Reference List should include resources for locating information about your assigned family therapy model and training available on the model. Sources can include: scholarly books, peer reviewed journal articles, newsletters or other non-peer reviewed publications, governmental reports, and Internet websites. Scholarly sources should be used whenever possible, as opposed to Internet websites. Most references should be from the year 2008 on. Older references are acceptable if they are classic sources from the authors of practice theories or models.

**B. Format of Group Presentation**

1. The presentation will be limited to 60 minutes, including time at the end for questions from class members and discussion.

2. All members of the group are responsible for presenting and participating in the presentation. Members should strive to communicate as if presenting at a professional workshop or conference, including dressing professionally, monitoring voice tone and eye contact with the audience, and demonstrating teamwork.

3. A variety of methods can make the presentation creative and interesting (e.g., PowerPoint slides or other visual aids, experiential exercises, etc.). PowerPoint slides must be included in the presentation. It is important to include all important details mentioned in the presentation in the PowerPoint slides. This will ensure that the group receives credit for all information provided. Slides should include references, particularly for the empirical research presented.

4. This presentation requires role playing of intervention strategies. Demonstration of intervention strategies in professional videos may also be included in the presentation; however, the professional videos CANNOT substitute for role-playing of the intervention strategies by group members. It is likely that the time frame of the presentation will not allow for presentation of video material in addition to role playing, so focus your efforts in practicing your role plays to make them an effective, professional demonstration. As noted above, the role play can be a live role play in the classroom, or a videotaped role-play that your group has made.

5. Your group will be graded on your ability to work together in clearly explaining and demonstrating the intervention strategies from your assigned family therapy model to
your classmates. Remember that part of effective learning is engaging the class in an interactive discussion related to the content of your presentation and your role-play demonstrations of the intervention strategies.

C. Grading

Group Presentations will be given on April 11 and April 18, 2016. Each member of the group is responsible for everything that the group as a whole produces, and all members of the group will receive the same grade. If a group member is absent at the time of his/her group presentation, he/she may receive “0” credit for the presentation. (See Class Policies for policies related to the Group Presentation assignment).

The grade for the Group Presentation will constitute 30% of the student’s final grade in the course.

1. A “Class Feedback Sheet” will be posted on Blackboard and each student should print 4 copies so that they may comment on the strengths and limitations of their classmates’ Group Presentations. Giving constructive feedback to one’s colleagues is evidence of critical thinking and professionalism. Completion of these feedback sheets is a requirement for the course and late submissions are not allowed.

2. The following products will be submitted to the instructor. These documents should be clipped together and clearly labeled with the group’s assigned model in order to avoid loss of any component.
   a. Power Points used in the presentation (printed).
   b. Class Handout
   c. Script of a “real time” role play or a DVD of a video role play or (link to a You Tube video of the role play).

Note the following:

1. **Case Study** – The member who is providing the case for the Group Presentation should consult with his or her Field Instructor to select the client and obtain approval to use the client for the Case Study. Documentation of informed consent (with client’s name blacked out) should be noted in the paper, unless the student and Field Instructor determine that obtaining informed consent is not in the client’s best interests. In such a case, the student should provide written documentation from the Field Instructor.

2. **Group’s work product.** Each group member is responsible for ensuring that the final written and oral products of the group maintain an academic standard of honesty and avoid any form of plagiarism (see discussion on previous pages in syllabus).

3. **Grading of Group Presentation.** Each member of the group is responsible for everything that the group produces as a whole. All members of the group will receive the same grade. The instructor will prepare a feedback sheet for each group, noting the criteria used to grade the group’s presentation and Handout Packet. This feedback sheet will be emailed to all members of the group through the email function on Blackboard.
4. **Troubleshooting problems in completing the Group Project.** If a group experiences problems with members failing to do their share of the assignment, the group should schedule an appointment with the instructor. All members of the group (including the member(s) of concern) should meet together with the instructor to discuss the situation and negotiate a solution. The instructor will not meet separately with any part of the entire group. If the instructor determines that one or more members of the group have not contributed sufficiently to the group project, those members will be graded individually, and the grade for the other group members would not be affected.
## Appendix C

**Treatment Goal and Objective Form**
*(Note: May also be used in Landscape format)*

<table>
<thead>
<tr>
<th>Treatment Goal</th>
<th>Objective</th>
<th>Intervention</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix D

SW 739: Knowledge, Skills & Values

Students will increase their knowledge and skills in the following areas as evidenced by class discussions and major course assignments:

A. Knowledge

1. Knowledge of the integral role of family development theory in the assessment of families.
2. Delineation of the range of functional and dysfunctional families using literature to support their characterizations.
4. Integration of knowledge from other sequences (human behavior, policy, research, field practicum) to direct social work practice with clients and their families.

B. Skills

1. Ability to integrate different theoretical approaches in family intervention.
2. Utilization of family systems concepts in the analysis of families.
3. Identification of the pertinence of ethnicity and culture in the assessment and the intervention strategies used in working with families.
4. Development of family intervention processes that contribute to culturally sensitive practice including joining, reframing, use of metaphors, etc.
5. Ability to assess family dynamics using a variety of methods.
6. Ability to utilize assessment information to formulate family treatment plans and evaluate treatment progress.

C. Values

1. Deepening understanding of the use of the relationship and working alliance with families.
   a. Understanding one’s own feelings, values, experiences, and culture as these enhance or detract from a helping relationship with clients, colleagues, and others.
   b. Understanding the feelings, values, experiences, and culture of the individuals, their families, and significant others as these influence positive motivation or resistance in the therapeutic relationship.
2. Development of a strong identity as a social worker, with clarity about the social work domain, clinical privileges, and responsibilities.
3. Appreciation and sensitivity to gender and ethnic issues that form the basis of family motivation and behavior.
4. Awareness of one’s own gender biases and cultural scripts as a means to not only appreciate gender and cultural diversity, but other areas of diversity such as sexual orientation, age, and disability.
5. Identification of ethical-legal issues and dilemmas confronting self, families, colleagues, and the greater community, which are common in clinical social work practice.
APPENDIX E

WARNING, WAIVER AND RELEASE OF LIABILITY

DATE: ______________

I understand that participation in the __________________________ will require participating in off campus events.

I hereby waive, release and discharge any and all claims for damages for death, personal injury or property damage which may have, or which hereafter accrue to me, against San Diego State University (the University) as a result of my participation in the event. This release is intended to discharge the University, its trustees, officers, employees and volunteers, and any public agencies from and against any and all liability arising out of or connected in any way with my participation in the event. I further understand that accidents and injuries can arise out of the event which may cause personal injury; knowing the risks, nevertheless, I hereby agree to assume those risks and to release and to hold harmless all of the persons or agencies mentioned above who might otherwise be liable to me (or my heirs or assigns) for damages. It is further understood and agreed that this waiver, release and assumption of risk is to be binding on my heirs and assigns. It is the intention of the parties hereto that the provisions of this paragraph be interpreted to impose on each party responsibility for their own negligence.

I acknowledge that I have been fully informed of the risks and dangers involved in these events.

I acknowledge that I have read and fully understand the above Warning, Waiver and Release of Liability.

I further acknowledge that the reasons for my being requested to sign this Release have been fully explained to me and that I understand them.

I am signing this Release on my own free will and I have not been influenced or coerced by any representative or employee of the state.

Must sign in blue or black ink

________________________________________________________________________

Printed Name of Participant Address

________________________________________________________________________

Signature of Participant Red ID (If Student, Staff or Faculty) Today's Date

________________________________________________________________________

Contact in Case of Emergency Telephone Number
Feel free to add additional comments on the back as needed.

Name of Respondent_______________________________________________________

Name of Theory/Group ___________________________________________________

1. Please describe a particular strength of the presentation:

2. How did the presentation add to your understanding of the theory and/or issues?

3. In what way could the presentation be improved?

4. How did the presentation improve your understanding of best practices with clients?

5. On a scale of 1 to 5 (with 1=least organized and 5=most organized), how would you rate this presentation overall on the degree of organization?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

6. On a scale of 1 to 5 (with 1=least relevant and 5=most relevant), how would you rate this presentation overall on the degree of relevance to your practice?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>