

Social Work 624: SW Practice with Couples and Families

Fall Semester 2024

Instructor: Lindsay A. Howard, PhD, LCSW
Class time: Section 1: Thursday 12:00-1:50 pm
Section 2: Thursday 2:00-3:50 pm
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Course Description

Welcome to Social Work Practice with Couples and Families!

This foundation course is designed to provide an introduction to practice theories used when working with couples and families. The class will cover three main areas, an overview of family therapy and theory- including assessment and diversity, couples therapy- EFT and Gottman, and family therapy- utilizing play. We will discuss theory and think critically about how we can best serve families and couples in our work as social workers.

Texts & Materials

Required

Play In Family Therapy

ISBN: 9781462526451

10 Prin For Doing Effective Couples Therapy

ISBN: 9780393708356

One of the Following, Based on Group

Love Prescription

ISBN: 9780143136637

Seven Principles For Making Marriage Work

ISBN: 9780609805794

Fight Right: How Successful Couples Turn Conflict Into Connection

ISBN: 9780143136637

Eight Dates: Essential Conversations for a Lifetime of Love

ISBN: 9781523504466

Course Learning Outcomes

Course Objectives

Council on Social Work Education (CSWE) Competencies	Related BYU AIMS
1. Competency 3: Engage in Anti-Racism, Diversity, Equity, and Inclusion in Practice	Spiritually Strengthening Character Building
2. Competency 4: Engage In Practice-informed Research and Research-informed Practice	Intellectually Enlarging
3. Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Lifelong Learning and Service

Assessment of Competence

The table below outlines how CSWE *Competencies 3, 4 and 8* will be assessed in this course, including the corresponding dimensions—*knowledge, values, processes and skills* -- necessary for learning and developing competence (see assignment descriptions, and/or rubric where available, for further details):

CSWE Competencies	Assignment
Competency 3: Engage in Anti-Racism, Diversity, Equity, and Inclusion in Practice	Personal Reflection Paper Multicultural Positionality Product
Competency 4: Engage In Practice-informed Research and Research-informed Practice	Book Projects <ul style="list-style-type: none">• Presentation• Handout
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Book Project Handout Family Therapy Assignment

NOTE: In order to be considered competent for each *Competency*, students must pass both of the above assessment points with an 80% or better. If a student is not competent on a competency, he/she will follow remediation instructions in the MSW Student Handbook.

Classroom Procedures

Reading Ahead: Class discussion will be based on the assumption that you have read the material before you come to class. Reading before coming to class is essential for engaging and beneficial class discussion. The class material will be presented with the assumption that you have completed all readings.

Late Work: One of the keys to receiving a good grade in this class is turning assignments in on time. Most assignments are uploaded to Learning Suite and the upload date and time will be documented automatically. Late work will be accepted with a 10% reduction of the total available points for every day that it is late including holidays and weekends.

Attendance: You are expected to attend class in person, arrive on time, and stay for the duration of the class. We will be maximizing every minute of our class time together. A substantial portion of our in-class time will be spent doing experiential learning activities. As such, any

absence will receive a 5-point deduction in your overall grade. In addition, you would miss any points for graded in-class work for that session. Being late to class will be assigned a 2-point reduction in your grade. We will have one class period during the semester where we will not have class (Week 7). This class period is to allow you to catch up/get ahead on readings and assignments.

In the event of any emergency, please contact me as soon as you are able. I will consider extenuating circumstances and emergencies on a case-by-case basis.

Participation:

I welcome all forms of constructive participation. I know verbally sharing during class is only one of the many ways you can engage. I recognize that the way you choose to engage is informed by your personality, personal background, current life situation, classroom context, and learning needs. Our learning environment is best when we are all respectfully engaged (in our own way). To foster an optimal learning environment, I ask that we comply with the following participation policies:

- Arrive on time and remain for the duration of the class.
- Attend all classes. If you will be absent from class, contact the instructor as soon as possible to make arrangements for the material
- Actively participate in partner/small group exercises and activities.
- Complete readings before class, with understanding of the material.
- Be attentive and respectfully engaged during lectures and class discussions.
- Participate fully in roles plays and case studies.
- Refrain from using technology during instructional time (e.g., no laptops, tablets, texting, smart watches). You can use technology during breaks. You may also use technology if it is listed in your accommodations letter from the University Accessibility Center.
- Your participation will be assessed by the instructor throughout the semester. The instructor may bump up or down your final grade based on your overall participation in the course. (Ex. B+ moved to an A- or B moved to an B-).

Written Assignments: All written assignments require (unless instructed otherwise on individual assignment sheets): APA format, 12-point, Times New Roman font (or similar), 1-inch margins, submission of assignments on the date/time specified, and in the manner indicated (e.g., Learning Suite). Unless the syllabus states otherwise, all assignments are individual assignments. Plagiarism or collaboration with other students could be considered academic dishonesty, and may be dealt with by the instructor, school, college, or university.

Point Breakdown

Assignments	Points
Personal Reflection Paper	30
Multicultural Positionality Product	30
Worksheets	20 X 2 = 40
Book Group Presentation	40
Book Handout	20
Family Therapy Assignment	50
Total Points	210

Grading Scale

A	94-100	B-	80-83.99	D+	67-69.99
A-	90-93.99	C+	77-79.99	D	64-66.99
B+	87-89.99	C	74-76.99	D-	60--63.99
B	84-86.99	C-	70-73.99	E	0-59.99

ASSIGNMENT DESCRIPTIONS (Please write all assignments in 12 Font, Times New Roman) See Learning Suite for due dates and times

1. Personal Reflection Paper (30 Points) Due Sept 12 (11:59pm) (Competency 3)

Working with and across social worker/client difference is of paramount importance to compassionate, effective practice. This assignment will help you strengthen your self-awareness as it relates to couple and family social work practice. Self-awareness is a key precursor to authentic engagement and subsequent bias reduction efforts.

Details:

- You will respond to a series of prompts based on the self-awareness model presented by Pieterse et al. (2013).
- Please respond to each prompt thoughtfully, honestly, and completely. There is no minimum or maximum page/word expectation.
- The template is housed in the contents page

2. Multicultural Positionality Product (30 Points) Due Sept 19 (11:59pm) (Competency 3)

Create a work product (e.g., paper, presentation, poster, video, etc.) that will serve as an autobiographical account of the critical incidents in your sociocultural development related to social class, gender, sexual/affectional orientation, race/ethnicity, ability, age, nationality, and worldview (spirituality, religion, and other values). *Discuss your diverse social identities and positionality and how it will impact your work with clients.* Your product will be evaluated based on the following criteria:

- Brief profile of your immediate family regarding the social identity groups mentioned and when/how you first realized your social identity group memberships (e.g., cis-Asian-low income-able bodied-straight-catholic woman) and positionality (e.g., privileged), as well as how these influenced your development
- Critical incidents that impacted your cultural awareness
- How you experience power, privilege, and oppression based on your intersecting identities
- How your cultural development and positionality impact your clinical work
- How your positionality and that of the people you work with influence one another and the inherent power dynamics

There is no minimum or maximum page/word expectation. With this assignment you have a lot of creative liberty. Please use that to express yourself in a way that feels authentic and genuine. A personal example of my own Multicultural Positionality is located on Learning Suite.

3. Worksheets (2 for 20 Points each) Due at 11:59 pm after class

After our sections on Bowen* and EFT, you will complete worksheets on these theories. I recommend filling out these worksheets while completing the readings. They will be due after class on the last day of the unit, as marked in the schedule.

In these worksheets, bullet points are okay, but please use complete sentences. Points are awarded based on how completely you fill out the entire worksheet. The worksheets can be found in the content section on Learning Suite.

*for the Bowen Worksheet, you will also complete a genogram of three generations (yourself, parents, grandparents). An example of my own genogram is found in the content tab under the assignment.

4. Book Projects (Presentation and Handout)

Group Presentation (40 Points) Submit online before class (at 11:59 am) (Competency 4)

You will sign up for one of the listed Gottman books and a group. In groups of 4-5 students, you will give a 20-minute presentation of the book and the key takeaways for couples and therapists. You may use Power Point, video, art, roleplays, worksheets, or other means that will enhance your presentation, including the handouts you make (see below). Every group member must participate in the presentation. Have fun with this! At the conclusion of all presentations, you and your group will decide on a grade for you based on your participation.

Individual Book Handout (20 Points) (Competency 4 and 8)

You will each individually create a handout for the book. This can be an overview of the book's key principles, a guide for couples therapists, handouts for clients and/or couples, an interactive worksheet, pamphlet, etc. While you will each individually make a handout, communicate with your group so that handouts do not overlap in content. For example, there should not be two handouts from a group on the general overview of the book. Handouts should be esthetically pleasing and easy to read. Please bring a handout for each member of the class on the day you present. Your handouts may be used to enhance your presentation.

5. Family Therapy Assignment (50 Points) Due Dec 18 at 5 pm (Competency 8)

This assignment will serve as your final project for the semester. There are multiple parts.

- You will watch a movie or TV show (at least 1 season) where a family is the center focus. Examples may include Modern Family, Gilmore Girls, Encanto, The Parent Trap, Matilda, Family Switch, Wonder, The Incredibles, etc. (If you are uncertain about a movie or TV show, please email me).
- You will then complete an assessment for the family. Assessment documents can be found on Learning Suite. This is to be typed out with as much information as you could gather from the movie/show.
- You will then create 3 sessions plans for this family in family therapy.
 - These plans must include the family members you would want present, interventions, resources needed, and an explanation of the interventions with rationale connected to a theory of your choice and family assessment/treatment goals. For possible theory options see Chapter 1 in Play in Family Therapy.
 - Use the skills you have learned in class and your creativity to help create interventions specifically for this family. You may use interventions from class or you may create your own. Each intervention must be specifically for the family.
 - See Learning Suite for outline of how to write up session plans for this assignment.

For this assignment, **no late assignments will be allowed.**

Course Schedule

DATE	AGENDA	READINGS/TASKS	ASSIGNMENTS
WEEK 1			
Thurs Sept 5	Introduction to Couple and Family Therapy and Theory	<ul style="list-style-type: none"> Salmon, L. (2017). The four questions: A framework for integrating an understanding of oppression dynamics in clinical work and supervision. In R. Allen & S. S. Poulsen (Eds.), Creating cultural safety in couple and family therapy (pp. 11-22). Gewerbestrasse, Switzerland: Springer Nature [read full article] Pieterse, A. L., Minsun, L., Ritmeester, A., & Collins, N. M. (2013). Towards a model of self-awareness development for counseling and psychotherapy training. Counseling Psychology Quarterly, 26(2), 190-207. [read full article] 	Pick groups and book assignment Sign up on Learning Suite, under content, Book project, book groups, click link for section. Links are also below Book Groups Section 1.xlsx Book Groups Section 2.xlsx
WEEK 2			
Thurs Sept 12	Diversity in Couple and Family Therapy	<ul style="list-style-type: none"> Mundy and Wofsy (2017). Diverse Couple and Family Forms and Universal Family Process Papernow. Chapters 1-2 in Surviving and Thriving in Stepfamily Relationships Read Gottman books 	Personal Reflection Paper
WEEK 3			
Thurs Sept 19	Assessment in Couple and Family Therapy	<ul style="list-style-type: none"> Review Assessments on Learning Suite, Under Week 3 tab Watch Julie Gottman on the Importance of Assessments https://www.youtube.com/watch?v=JVLQnVBAUfA Read Gottman books 	Multicultural Positionality Product
WEEK 4			
Thurs Sept 26	Bowen; Systems Theory	<ul style="list-style-type: none"> Watch Bowen Family Systems Theory https://www.youtube.com/watch?v=-GK7LaT5rxY Bowen Family Theory Chapter (read until green marker) Watch Circular Questioning in Systemic Therapy https://www.youtube.com/watch?v=fcuIsaAR3uM 	Bowen Worksheet and Genogram
WEEK 5			
Thurs Oct 3	Emotion Focused Therapy (EFT)	<ul style="list-style-type: none"> Greenman, Johnson, Wiebe (2019). Emotionally Focused Therapy for Couples: At the heart of Science and Practice Denton (2008). Conducting and Initial Session In Emotion Focused therapy for Couples: Suggestions for Beginning EFT Therapists Watch: What is Emotionally Focused Therapy? https://www.youtube.com/watch?v=xQCg-jC25fo Watch: Core Concepts and Interventions in EFT https://www.youtube.com/watch?v=Ufh0sGdGK1E&list=PLVos6g_wPuQescX9U-I3Z7ZYi1UfLZyVq&index=11 	
WEEK 6			
Thurs Oct 10	Emotion Focused Therapy (EFT)	<ul style="list-style-type: none"> Liu and Wittenborn (2011). Emotionally Focused Therapy with Culturally Diverse Couples 	EFT Worksheet

		<ul style="list-style-type: none"> • Key Clinical Issues and Solutions: Becoming an EFT Therapist • Watch: Impasses and Challenges in EFT https://www.youtube.com/watch?v=sb8Vh9wtsjY&list=PLVos6g_wPuQescX9U-I3Z7ZYi1UfLZyVq&index=9 	
WEEK 7			
Thurs Oct 17	NO CLASS	Work with groups on presentations and finish Gottman readings <ul style="list-style-type: none"> • 10 Principles for Doing Effective Couples Therapy 	
WEEK 8			
Thurs Oct 24	Principles of Couples Therapy	10 Principles for Doing Effective Couples Therapy	
WEEK 9			
Thurs Oct 31	Gottman Book Presentations Happy Halloween	Finish assigned Gottman reading and Presentations	Book Presentations Book Handouts/ Resources
WEEK 10			
Thurs Nov 7	Family Therapy Theories, Challenges, and Opportunities	Play in Family Therapy: <ul style="list-style-type: none"> • Chapter 1: The Rational for Integrating Play and Family Therapy • Chapter 2: Obstacles and Opportunities in Utilzing Family Play Therapy • Chapter 3: The Development of Clinical Creativity 	
WEEK 11			
Thurs Nov 14	Family Therapy: Puppets and Storytelling	Play in Family Therapy: <ul style="list-style-type: none"> • Chapter 4: Goldilocks’s Peaceful Protest • Chapter 5: The Wolf Who Wanted to Be King of the World 	
WEEK 12			
Thurs Nov 21	Family Therapy: Art	Play in Family Therapy: <ul style="list-style-type: none"> • Chapter 6: The Shark with a Heart of Gold • Chapter 8: The Owl Spreads His Wings • Chapter 10: “What’s That Guy Doing in My Mouth?” 	
WEEK 13			
Thurs Nov 28	NO CLASS Happy Thanksgiving		
WEEK 14			
Thurs Dec 5	Family Therapy: Interventions with children and teens Adlerian Family Play Therapy	Play in Family Therapy: <ul style="list-style-type: none"> • Chapter 7: The Sea Serpent Rises from the Sea • Kottman and Ashby, Adlerian Play Therapy. Play Therapy: A Comprehensive Guide to Theory and Practice. 	
Finals Week Dec 13-18			Family Therapy Assignment Due Dec 18 at 5 pm

The instructor reserves the right to revise the course at any time.

UNIVERSITY POLICIES

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards.

Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing & Responding to Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu>, or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> for help.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community

generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Inappropriate Use of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, class discussions, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code. It is also unethical to post your own work (study sheets, papers) from the course on file sharing websites as you are encouraging others to engage in plagiarism. These policies continue indefinitely (not limited to the duration of the semester or term you take this course).

FHSS Diversity and Inclusion Syllabus Statement

In the College of Family, Home, and Social Sciences, our classroom participation and behavior are guided by our mission statementⁱ, the BYU honor codeⁱⁱ, and principles of Christian discipleshipⁱⁱⁱ. It is imperative that we value and respect every person as a child of Heavenly Parents who has divine worth. Consequently, we need to take steps to listen to, learn from, and love one another by striving to consider thoughtfully the opinions of others and use language that is polite, considerate, and courteous even when we strongly disagree. It is essential to create an educational environment that ensures "the gift of personal dignity for every child of God"^{iv}. This includes embracing one another compassionately and "eliminating] any prejudice, including racism, sexism, and nationalism"^v "regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges."^{vi} It is vital to delight in individuality and welcome diverse perspectives and experiences as we "work tirelessly to build bridges of understanding rather than creating walls of segregation."^{viii} To accomplish these goals we seek unity in higher principles of equity, charity, collaboration, and inclusiveness in order to build an environment in which all students, faculty, and staff can participate in, contribute to, and benefit equally from the academic community.

ⁱ "provide an education that helps students become informed citizens and thoughtful leaders who make the communities and families in which we live more just, equitable, and happy."

ⁱⁱ "[we live] in accordance with the principles of the gospel of Jesus Christ and strive to maintain

the highest standards in [our] personal conduct regarding honor, integrity, morality, and consideration of others."

ⁱⁱⁱ "The Creator of us all calls on each of us to abandon attitudes of prejudice against any group of God's children." President Russell M. Nelson, News Release, 2020; <https://newsroom.churchofjesuschrist.org/article/president-nelson-shares-social-post-encouraging-understanding-and-civility>; https://medium.com/@Ch_JesusChrist/locking-arms-for-racial-harmony-in-america-2f62180abf37

"he inviteth them all to come unto him and partake of his goodness; and he denieth none that come unto him, black and white, bond and free, male and female; and he remembereth the heathen; and all are alike unto God, both Jew and Gentile." (2 Nephi 26:33)

^{iv} Elder Jeffrey R. Holland, "A Perfect Brightness of Hope", April, 2020

^v Elder M. Russell Ballard, "The Trek Continues", October, 2017

^{vi} President Russell M. Nelson, "The Love and Laws of God", September 2019