CARLETON UNIVERSITY
SCHOOL OF SOCIAL WORK

SOWK 5701: Models of Couple and Family Therapy and Skills Development
Thursday, 8:30 am - 11:30 am
Location: TBA

Gail Palmer, MSW, RMFT
613-722-5122 ext 224
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Office Hours: Instructor will be available after each class. Students are encouraged to make an appointment to insure availability.

Description of the Course

Models of social work practice with couple and family relationships and their practical application in social work settings will be presented. Students will have an opportunity to begin to explore the role of the couple and family therapist and practice interviewing techniques and intervention skills through exercises and group work. Students will become familiar with attachment theory as a current framework for understanding relationships and Emotionally Focused Therapy interventions directed toward nurturance and creating secure bonds. Students will be able to compare and contrast EFT with other approaches that focus on separateness, self-sufficiency, autonomy and power. Course material will be presented in lecture form with demonstrations of therapy models through the use of videotapes, role-play, and transcripts of sessions.

Learning Objectives and Outcomes

The learning objectives for this course are as follows:

1. Gain an overview of family therapy models from the past and the development of the field over the last several decades
2. Obtain an understanding of distressed and secure relationships from an attachment perspective
3. Become skilled in conducting an assessment and building a therapeutic alliance and beginning therapy with a couple or a family.
4. Secure a knowledge base of Emotionally Focused Therapy.

Participation

This a practice oriented, experiential course and student participation is essential both to the learning process and the group cohesion of the class. There is credit given to students
who participate fully and consistently through the semester and exceptions given only to students who are in dire circumstances.

Use of computer technologies (laptops, netbooks, smart phones) in the classroom is encouraged if it augments academic learning. Receipt and response to text and voice electronic communication in the classroom should be restricted to family and work emergencies and not used for social purposes.

The production of recordings of classroom interactions is expressly prohibited unless authorized and approved by the instructor and by all class participants. The use of such recordings is subject to guidelines for ethical professional use.

Unauthorized web posting of such recordings constitutes a serious violation of members’ privacy and confidentiality rights. Unless given permission by the School of Social Work or the practicum supervisor, students are not authorized to speak on behalf of the School or their practicum agency. Moreover, students should not give the impression that they can speak on behalf of the School of Social Work or the practicum agency. Students must not share information that is explicitly confidential about the School or confidential information about their practicum settings, clients, colleagues or other students.

This is an advanced graduate seminar. The expectation is not only that you attend every class, but that you arrive on time having read the material and with discussion points that you are prepared to contribute to classroom discussion.

You are expected to attend all classes. However, we realize that sometimes illness and other unforeseen circumstances can arise making attendance impossible. After missing 2 seminars, you will lose 2% of your final grade for each subsequent class you miss. The only exception will be for those classes that are missed with appropriate documentation (i.e. doctor’s note, death certificate, etc.).

Course Texts

There are two REQUIRED texts for the course:


These readings are available at Octopus Books, 116 Third Avenue, 233-2589, www.octopusbooks.ca

Recommended Course Readings;


These texts are on reserve at the library.

**Assignments**

Attachment Assessment Assignment: 20 % Due October 3, 2013

Group Presentation (Due: Nov. 21, 2013) and Individual Analysis (Due: Nov. 28, 2013) or Theory Paper :(Due November 28, 2013) 40%

Individual Paper: 30% : Due December 6, 2013

Class Participation : 10 %

Attachment History reflection: 30% Due October 3, 2013
A 2 page paper outlining your response to completing a personal attachment questionnaire, including how useful these instruments might be in clinical practice. The focus for the paper is on the process of gathering an attachment history and completing the assessment as opposed to the content of the history. Students are to reflect on their own experience, consider the value of this exercise for clients and present how this might be used in clinical practice.

Group Presentation (Due Nov. 21, 2013) and Individual Analysis (Due November 28, 2013) or Theory Paper: 30 % Due November 21, 2013

Students can decide between a group presentation OR a research paper as their major piece of work for the class.

Group Presentation and Individual Analysis:
Groups will consist of maximum 4 or 5 students for a presentation.
Each group presentation will:

Provide a description (prior to doing their role play) of a couple/family experiencing a particular problem or life stage issue. For example it may be a blended family, single parent family, adolescent issues, chronic illness, birth of a first child, death of a family
member, sexual or physical abuse or addiction. This description is to include family composition, socio-economic factors, presenting problem and any pertinent history.

Provide handouts with family background and pertinent information.

Do a role-play of 20 minutes illustrating a first stage therapy session including the presenting problem and how to work with the couple or family in redefining the problem as the negative cycle. The role-play may be live or video-taped. One student will act as therapist, others will role-play family members. Your goal will be to role-play Stage One EFT interventions.

Following the role-play the group which will include a debriefing of the role-play regarding how each person felt in their respective roles and what they have learned from this experience. Further the group will explain: 1. why their role-play was a Stage One example and highlight the EFT interventions used 2. present their plan for future intervention, including how Stage 2 might progress and possible obstacles to therapy 3. encourage questions and discussion from the class.

Individual written analysis: 30 % : Due November 28, 2013
This 3-4 page paper offers you an opportunity to evaluate in detail a piece of practice from the role play you presented in class. You will be expected to draw on course readings, materials and lectures in evaluating the videotaped role play. Examine what was done well, where you see a need for improvement, what you hoped would happen that did not and any other aspects of the process you deem to be significant. Identify EFT skills that were demonstrated or skills that were attempted though maybe not achieved. You may wish to comment on the process of the work and how Stage 2 would look with this case. You may also so wish to incorporate comments or observations made in the class discussion. For the analysis you are not being graded on the practice but on your ability to critique the role play. Please integrate citations from your course materials in this paper. This analysis is due the week after the class presentation.

OR

Theory/Practice Paper 40% Due November 21, 2013

Written paper, 10-12 pages (Double Spaced, 12 Font):
Part 1:
A description of a couple/family experiencing a particular problem or life stage issue. For example it may be a blended family, single parent family, adolescent issues, chronic illness, birth of a first child, death of a family member, sexual or physical abuse or addiction. This description is to include family composition, socio-economic factors, presenting problem and any pertinent history including diversity factors, strengths and vulnerabilities.
The task for the paper is to provide a case study of this couple/family using Emotionally Focused Therapy. As an alternative, students may choose a family therapy model of their choice, upon consultation with the professor.
Part 2:
Place yourself as the EFT family/couple therapist presenting your conceptualization of the family/ couple, goals for therapy and your interventions including both Stage 1 and Stage 2 work. You need to describe the therapy process from beginning with the assessment, through the work phase of therapy and ending with consolidation and termination.
Describe the couple”s presentation of why they are coming for therapy including, “Why now?” Describe your appreciation of the family/couple distress including how they interact in the session.
Describe how you as the couple/family therapist are working and to illustrate your interventions, a piece of transcript should be included, with the EFT interventions identified and labelled.
Briefly outline the model of EFT. Support your interventions with reference to the model. Include one question or inquiry you would like to discuss with your supervisor, as a possible stuck place for the family/couple and/or for you as a beginning EFT therapist.
Include a description of your learning in completing this case study.
Include at least 10 references, 5 beyond the required class texts.

Reflection Paper and Integration of Learning: Due December 5, 2013 30%

Students are to complete the questions at the end of the Chapter two: Theoretical background to EFT and using this experience as a framework, summarizing what they have learnt in this class, including new insights, information or personal reflections. Compare and contrast EFT with other models of family therapy, how this fits within your theoretical framework and present how you as a family therapist would apply your current knowledge to present or future clinical work, using examples, if possible. You will be expected to integrate your knowledge with course readings and outside sources. Assignment length: 7-10 pages, using at least 4 outside references.

Class Participation : 10 %

Participation means active and constructive involvement in class including bringing questions, readings, stories.
Your ideas, questions, stories and answers are important for everyone else. When it comes to relationship issues, we all have some experience. Points are given for quality, not quantity of participation.

Evaluation Criteria for Term Assignments
Analysis of subject (80% of the final paper grade),
· Does the paper have a strong introduction with rationale and objectives of the paper clearly stated?
· Is there a clear articulated and logical argument?
· Is the argument supported by a critical analysis of the literature on the topic?
· Have you completed the appropriate research to come to terms with your topic?
· Is the theoretical framework consistent with the analysis of the topic?
· Are proper and selective quotes used to support arguments?
· Are data sources accurate and comprehensive?
· Is there evidence that course material has been integrated into the paper?
· Are there strong concluding comments that clearly address issues raised in the paper?
· Is the paper well organized with subheadings where appropriate?

Style (20% of the final paper grade).
· Proper grammar, sentence structure, and punctuation etc.
· Use of active rather than passive voice
· Complete references and proper use of footnotes/endnotes
· Appropriate bibliography (complete and in APA format)
· Absence of typing and spelling mistakes
· Inclusion of title with relevant information (name, course, title, date, professor’s name etc.)
· Pagination
· Proper margins and layout of paper
· Following expectations on the number of pages requested

Grading Guidelines:
-An A essay has a polished style, sound judgment, effective organization, and an argument of substance. It often has a special flair, a something extra which distinguishes it from a competent B-plus paper: for example originality or profundity, a special way with words, exceptionally sound research. An A paper is rich in content and has a sophisticated analysis. A reader has the sense of being significantly taught by the author, sentence after sentence, paragraph after paragraph. Stylistic finesse is another keynote: the title and opening paragraph are engaging; the transitions are artful, the phrasing is tight, fresh and highly specific. Finally, an A essay, because of its careful organization and development, imparts a feeling of wholeness and unusual clarity.

-A B paper displays a good job of meeting all the criteria of the assignment. It is typically competent but undistinguished: although basically sound in content, style and organization, it lacks the stylistic finesse and richness of the content characteristic of an A paper. The paper demonstrates an ability to analyze as well as describe the subject matter. The paper expresses sound ideas and imparts substantial information, which is by no means devoid of interest. It will state a reasonably clear thesis or organizing principle early in the argument: subsequent points will support that thesis or principle and be ordered logically. Diction will be much more concise and precise than that of the C essay and the text will be relatively free of grammatical and stylistic errors.
- A C essay is average or acceptable piece of work that does a good job of meeting some, but not all of the criteria. It often exhibits distinct lapses in style, organization and content. In one way and other the essay has shortcomings which suggest that although it has something to say it has not fully come to terms with its subject or expressed its insights clearly enough. It generally demonstrates a good ability to describe the subject matter but is weak in the area of analysis. A number of papers fit the C classification: those in which the ideas and information though present, seem thin and commonplace; those in which the writing style falls clearly short of reasonable expectations; those which stray from the assigned topic; those which deal with the topic, but are too perfunctory; those which are rambling and disorganized; those which involve a good deal of padding; and so on.

A D paper is fair. It shows a weak comprehension of the concepts, and/or the topic may not be relevant, and/or it has weak links to the material and/or no critical analysis, a weak or unclear description, poor organization or citation of sources.

- An F essay has considerable faults in style, organization and content. There may be glimmerings of an argument, but these will be obscured by faulty logic, garbled prose, frequent mechanical errors, and lack of any discernible principle of organization. Papers, which require the marker to guess at the meaning behind the writer’s words, are F papers. So do papers, which although they may make sense of some kind, bear little or no relation to the topic. Other possibilities: slapdash papers which make one or two points, but are obviously superficial efforts with no serious thought behind them; papers which do little more than string quotations together with a few lines of introduction.

Considerable time and care is given to marking assignments. If you are concerned about a mark for an assignment during the year, except the final paper please contact the instructor. An appointment can be made to discuss concerns only following receipt in writing of a statement indicating why you believe the grade should be changed.

For the final paper, and for the final grade you cannot meet with the instructor. Should you wish to appeal you have access to the appeals procedure, which provides an opportunity for another faculty member to make an independent evaluation of your work. The appeals procedure can result in a lower mark than that assigned by the course instructor as the reviewer’s mark prevails.

**Student Conduct**

Students at Carleton University have a clear set of rights and responsibilities that can be found at http://www6.carleton.ca/secretariat/policies/student-rights-and-responsibilities-policy/. Students in the school of social work are expected to behave in accordance with this document.

In addition, social work is a profession, meaning that social workers are educated to exercise judgement in the face of complex and competing interests and claims
(CASW, 2005). The educational programs of the School of Social Work at Carleton University have been developed to prepare students to become members of the social work profession. As such, students must conduct themselves in a professional manner both in class and in the community. This means that students must be familiar with and adhere to the CASW Code of Ethics. They must also treat everyone in the school including staff, professors, field supervisors, and each other professionally.

The rights and responsibilities document and the code of ethics outline, among other things, the foundation upon which we have developed processes to deal with conflict. If conflicts arise, it is expected that people will address their concerns or complaints directly with the people involved in a constructive and respectful manner. If the conflict cannot be resolved at this level, only then would it be appropriate to involve the graduate supervisor who will either deal with the situation or refer it on to the most appropriate person in the university. At no time would it be acceptable to post details of the concerns on-line or on a social media website.

General Information

Accommodation Statement (University Policy)
You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website http://www.carleton.ca/equity/accommodation/student_guide.htm

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website http://www.carleton.ca/equity/accommodation/student_guide.htm

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that I receive your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by the deadlines published on the PMC website: http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/

Deadlines
Papers are due at the beginning of the class the day that they are assigned. If they are handed in later that day, they will already be considered late and will be penalized as such.

Handing in assignments late is unfair both to other students who hand them in on time and the instructor who must submit grades on time. In exceptional circumstances such as illness or family emergency, it may be difficult to meet the deadline. In such cases, you must contact the instructor before the paper is due. Extensions to the due date will only occur with appropriate documentation.

Work submitted after the final date, without prior discussion and approval of the instructor, will be deducted 5% for each day the paper is overdue (including weekends).

Papers handed in after the due date, are to be given to the people who work in the main social work office, where they will be date-stamped. Please do not slip the paper under my door. I do not accept papers by e-mail except in extenuating circumstances.

Plagiarism

Plagiarism is a serious offense with serious consequences. It occurs when: (1) you directly copy another’s work without acknowledging it; (2) you closely paraphrase the equivalent of a short paragraph or more without acknowledging it; (3) you borrow without acknowledgment, any ideas in clear and recognizable form in such a way as to present them as your own thoughts, where if they were your ideas they would contribute to the merit of your work; (4) when you use direct quotations without quotation marks (or indenting and single-spacing) and references. See attached policy on plagiarism for more information.

Instructional Offences

Regulations

The Senate of the University has enacted the following regulations for instructional offences:

Any student commits an instructional offence who:

- cheats on an examination, test, or graded assignment by obtaining or producing an answer by deceit, fraud or trickery, or by some act contrary to the rules of the examination;
- submits substantially the same piece of work to two or more courses without the prior written permission of the instructors from all courses involved. Minor modifications and amendments, such as changes of phraseology in an essay or paper, do not constitute a significant and acceptable reworking of an assignment;
- contravenes the regulations published at an examination or which are displayed on the reverse side of a properly authorized examination booklet;
- commits an act of plagiarism (which for the purpose of this regulation shall mean to use and pass off as one's own idea or product work of another without expressly giving credit to another);
disrupts a class or other period of instruction if he or she:
• is a registered member of the class or period of instruction;
• b) is warned to discontinue any act or behaviour reasonably judged by the instructor of the course or period of instruction to be detrimental to the class.

Outline of Weekly Sessions

Course outlines are to include an outline of the themes of the course, the dates of meetings and the readings to be done for each class. Please ensure that aspects of the course material relate explicitly to structural social work and that there is an explicit discussion of ethics in the course material.

Week 1 September 5, 2013
Topic: Introduction to Models of Family Therapy Course: Format and overview.

Review of course requirements
The Evolution of Working with Families: Family Therapy Pioneers and how family therapy fits with structural social work

Required Readings;

Recommended Readings

Week 2 September 12, 2013
Topic: Systems Theory Review

Specific Focus: Experiential Approach: Virginia Satir
Structural Approach: Salvador Minuchin

Required Readings:


Recommended Readings
Week 3  September 19, 2013
Topic: Fundamental Concepts of Family Therapy and Introduction to Attachment Theory

Nichols explains that family therapy involves thinking about human behaviour in a way that is fundamentally organized by interpersonal context. It is important that family therapists have a means to understand relationships. Attachment theory is a means to understand couple and family relationships that is increasingly influencing the family therapy world. This class will provide an overview of John Bowlby’s work including the development of working models of self and other, the definition of a secure attachment, and secure and insecure attachment styles and their influence on family relationships.

Required Readings


Recommended Readings


Week 4 September 26, 2013
Topic: Understanding Distressed & Non-distressed Relationships

What is couple distress and the impact of distress on individual functioning including negative & positive interactional patterns as informed by John Gottman’s research Theory of Emotion: Conceptualizing emotion and its use in psychotherapy

Required Readings

Recommended Readings
Gottman, John M. (1999) The Marriage Clinic. A Scientifically Based Marital Therapy. New York: W.W. Norton & Co. Chapter 2 Repair and the Core Triad of Balance (pp.31-86) Chapter 3 The Sound Marital House, A Theory of Marriage (pp.87-110)
Week 5 October 3, 2013
Topic: Emotionally Focused Couple and Family Therapy

Emotionally Focused Couple and Family Therapy

Assessment and Alliance building

Required Readings


Week 6 October 10, 2013
Topic: Stage One in EFT: Step 2: Identifying the Cycle
Therapeutic tasks and Interventions (Role-play)

Required Reading

Recommended Readings


Week 7 October 17, 2013
Topic: Guest Speaker- Sexuality in Couple Relationships, Nancy Smith, RSW, RMFT

Week 8: October 24, 2013
Topic: Guest speaker: Understanding and working with children from an attachment perspective, Gerald Joy, MSW

October 31, 2013
Topic: Reading Week

Week 9: November 7, 2013
Topic: Stage One: Steps 3 and 4: Changing the Music

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<td>10</td>
<td>November 14, 2013</td>
<td>Stage 2 in EFT: Change Events in Family Therapy</td>
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**Sharing attachment needs (Role Play)**

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<tr>
<td>11</td>
<td>November 21, 2013</td>
<td>Class Group Presentations</td>
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<tr>
<td>12</td>
<td>November 28, 2013</td>
<td>Guest speaker: Kathy Stielle, MSW, Chronic Illness and the family: Caregiving from an attachment perspective</td>
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<td>13</td>
<td>December 5, 2013</td>
<td>Wrap-Up: Summary of class and final questions Final assignments due at beginning of class</td>
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