

Family & School Systems

EDP389H, unique #11265

SZB 432, Wed 1-4:00 p.m.

Syllabus, Spring 2014

Instructor: Cindy Carlson, Ph.D

Office: SZB 504, 471-0276

Office Hours: T 11-12 p.m., W 11-12 & by appt.

Email: ccarlson@austin.utexas.edu

Cell phone: 512.632.7313

TA: Courtney Valentine

Email: courtneyvalentine@utexas.edu

Cell phone: 203.994.0908

Texts: (Additional optional and required readings will be available on canvas.)

Dishion, T. & Stormshak, E. (2007). *Intervening in children's lives: An ecological, family-centered approach to mental health care*. Washington, D.C.: American Psychological Association.

Doherty, W., & McDaniel, S. (2010). *Family therapy*. Washington, D.C.: American Psychological Association.

Sheridan, S. & Kratochwill, T. (2008) (2nd ed.). *Conjoint behavioral consultation: Promoting family-school connections and interventions*. New York, N.Y.: Springer.

Walsh, F. (2012) (4th ed.). *Normal family processes: Growing diversity and complexity*. New York/London: Guilford Press.

Course Objectives:

1. To "Think" in terms of systemic and relational processes versus individual processes in diagnosis and intervention related to childhood problems and disorders.
2. Demonstrate the ability to apply systems principles to social organizations, including the family and school or other institutional setting.
3. Increase knowledge about the reciprocal relationship between family and child functioning.
4. Become sensitive to the variability of normal family functioning, i.e., ethnic, socioeconomic, structural, and special needs.
5. Be exposed to several evidence-based family-centered assessments and treatment models such that an informed choice regarding family measurement can be made.
6. Learn to assess and diagnose functional vs. dysfunctional family processes.
7. Demonstrate the ability to integrate data from multiple sources and family members into a comprehensive parent-child or family assessment, interpret assessment data within a culturally and developmentally sensitive context, and provide a rationale for a selected treatment.
8. Exposure to a variety of intervention strategies consistent with family-centered treatment and gain experience in family-centered treatment.
9. Begin to explore the impact of one's family of origin on one's professional practice.

Course Topic & Assignment Outline*

Spring, 2014

Jan. 15	<u>Course Orientation & Theory Overview</u> <i>Begin:</i> Assignments 1
Jan. 22	<u>Schools as Systems & School-Family Partnerships</u> <i>Read:</i> Dishion chs.1-3 Walsh ch. 1 Doherty ch. 1 Sheridan ch. 1 <i>Due:</i> Assignment #1
Jan. 29	<u>Conjoint Behavioral Consultation Overview</u> <i>Read:</i> Sheridan chs. 2-4 Walsh ch. 4 &14
Feb. 5	<u>Conjoint Behavioral Consultation Practice</u> <i>Read:</i> Sheridan chs. 5-6 Walsh ch. 5 & 7
Feb. 12	<u>CBC (final wrap-up) & Family-Centered Schools & Services (FIT Model)</u> <i>Read:</i> Dishion chs. 4-5 Walsh ch. 6, 12 &13
Feb. 19	<u>Family Interview</u> <i>Read:</i> Doherty ch. 3 Weber, McKeever, & McDaniel (1985) article Walsh, ch. 11, 16 &18
Feb. 26	<u>Family Assessment</u> <i>Read:</i> Walsh, chs. 17, 19, 21 Dishion ch. 6
Mar. 5	<u>Family Feedback & Ethics</u> <i>Read:</i> Dishion chs. 7, 13, & 14 Walsh, chs. 17, 19, 21
Mar. 12	Spring Break

Mar. 19	<u>Overview of Family Therapy</u> Special Topic Presentations <i>Read:</i> Doherty book Walsh ch. 2
Mar. 26	<u>Bowen Therapy, Neurobiology & Genograms</u> Special Topic Presentations <i>Read:</i> Walsh chs. 3, 9, 22, 23 Nichols ch. 5 (on canvas)
Apr. 2	<u>Family-Centered Interventions **</u> Special Topic Presentations <i>Read:</i> Dishion chs. 9, 11, 12
Apr. 9	<u>Family-Centered Interventions **</u> Special Topic Presentations <i>Read:</i> Dishion chs. 8 & 10
Apr. 16	<u>Family-Centered Interventions **</u> Special Topic Presentations <i>Read:</i> <i>Due:</i> Assignment # 2
Apr. 23	<u>Family-Centered Interventions **</u> <i>Read:</i> Special Topic Presentations
Apr. 30	<i>Due:</i> Assignment # 2

*Please note that course topics have supplemental readings on canvas. If required, this will be noted in the syllabus or in class at least one week prior to the due date.

** Guest speakers to be determined with updated readings prior to the presentations.

Overview of Course Assignments & Grading*

Overview	Point/% value	Due date
#1: Brief behavior setting systems observation	10	Jan. 22
#2: Genogram analysis of family of origin patterns	20	Apr. 16
#3: Final Integrative Case Assessment	50	Oct. 26
Special Topic Presentation	10	TBD
Reflections on readings (10 out of 12 weeks)	10	Weekly
Total	100	

*All written assignments should use APA style (typed and double-spaced).

Grading:

A (Excellent) will be given for outstanding achievement in written work and class contributions. A student who earns an A shows consistent initiative, originality, and comprehension as evidenced by a total course point value on assignments of 94-100; A-=90-93.

B (Above Average) will be given for written work which is of good quality, but which is either not outstanding in the above characteristics or contains some errors of comprehension as evidenced by a total course point value of 80-89. (B+=87-89; B- = 80-82)

C (Average) will be given for written work that is of marginal quality for graduate students and/or shows significant errors of comprehension evidenced by a total course point value on assignments below 80.

Course Policies:

Late assignments: Assignments are due in class on the date noted and typically will be discussed at the beginning of class. Late assignments will lose one point per day of total (including 2 points for the weekend).

Special accommodations: The University of Texas at Austin provides, upon appropriate request, academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641. Please provide documentation to the instructor if special accommodations are necessary for the completion of assignments.

Class attendance: Class attendance is not required but is strongly encouraged. Information critical to the understanding of the assigned readings and completion of assignments will be presented.

Religious holidays: The University of Texas at Austin has a clear policy regarding respect for students' observance of religious holidays. Students may not be penalized for a class absence, or failure to turn in an assignment due in class, that is related to the observance of a religious holiday. Please inform the instructor if this will apply to you at least two weeks prior to the date.