

Family & School Systems*

EDP389H, unique #10620

SZB 524, Wed 9-12:00 p.m.

Syllabus, Spring 2015

Instructor: Cindy Carlson, Ph.D

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Course Goals:

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, especially the family.
3. Increase knowledge about the reciprocal relationship between family and child functioning.
4. Increase knowledge of the variability of normal family functioning, i.e., ethnic, socioeconomic, structural, and special needs and demonstrate the ability to apply knowledge in assessment.
5. Be exposed evidence-based family-centered assessment models such that an informed choice regarding family measurement can be made in clinical evaluation and research with families.
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 family assessment, interpret assessment data within a culturally and developmentally sensitive framework, and organize the data into meaningful feedback to the family.
8. Exposure to clinical models of family intervention upon which further expertise can be built.
9. Develop expertise in a special topic relevant to course goals and to your current research or practice.
10. Begin to explore the impact of one's family of origin on one's professional practice through self-reflection (optional).

NASP Domains This class addresses the following NASP training domains:

Primary: Home/School/Community Collaboration (NASP 2.8)

Secondary:

1. Data-Based Decision-Making and Accountability (NASP 2.1)
2. Consultation and Collaboration (NASP 2.2)
3. Socialization and Development of Life Skills (NASP 2.4)
4. Student Diversity in Development and Learning (NASP 2.5)
5. School and Systems Organization, Policy Development, and Climate (NASP 2.6)
6. Prevention, Crisis Intervention, and Mental Health (NASP 2.7)
7. Research and Program Evaluation (NASP 2.9)

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

Nichols, M. P. (2013). (10th ed). *Family therapy: Concepts and methods*. Boston, MA: Pearson Education, Inc.

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

Course Topic & Assignment Outline*

Spring, 2015

Date	Topic	Readings	Assignment
1/21/15	Course Orientation	No Readings Assigned.	
1/28/15	Foundations: History, Theory, and Concepts	<p>Walsh: Chapter 2: Clinical views of family normality, health and dysfunction.</p> <p>Nichols: Introduction: Foundations. Chapter 3: The fundamental concepts of family therapy.</p> <p>Downer, J. T., Application of developmental ecological model to family-school partnerships (2010) <i>Handbook of School-Family Partnerships</i>; or Dishon, T. J., & Stormshak, E. A. (2007) Ecology of development and change. <i>Intervening in children's lives: An ecological, family-centered approach to mental health care Handbook of School-Family Partnerships</i>.</p> <p><i>Optional:</i> Goldenberg H. & Goldenberg L. (1994) The family as a social system, 1-14. Nichols: Chapter 1: The evolution of family therapy.</p>	<i>Begin:</i> Assignment #1: Systems and Social-Ecological Observation
2/4/15	Family Assessment Overview	<p>Walsh: Chapter 1: The new normal: Diversity and complexity in 21st century families.</p> <p>Chapter 21: Assessment of effective couple and family functioning.</p> <p>Nichols: Chapter 2: Basic Techniques</p> <p>In class: Organize Project 3.1 & 3.2 groups</p>	<p><i>Due:</i> Assignment #1</p> <p><i>Begin:</i> Group Project</p>
2/11/15	Family Assessment I: Engagement, Initial Interview, and Observation of Family Interaction	<p>Weber, T., McKeever, J., E., & McDaniel. (1985). A beginner's guide to the problem-oriented first family interview. <i>Family Process</i>, 24, 357-364.</p> <p><i>Optional:</i> Willis, A. B., Walters, L. H., & Crane, D. R. (2014). Assessing play-based activities, child talk, and single session outcome in family therapy with young children. <i>Journal of Medical and Family Therapy</i>, 40(3), 287-301.</p>	<i>Due:</i> Assignment #3.1

		<p><i>In class:</i> a) Group Project 3.1 b) Students will apply their model's observation dimensions to the family initial interview video shown in class.</p>	
2/18/15	Family Assessment II: Self-Report Administration, Scoring, and Interpretation	<p>Carlson, C. (2003). Assessing the family context. Reynolds & Kamphaus (Eds.) <i>Handbook of psychological and educational assessment of children</i>, 2nd ed. (546-575). Guilford.</p> <p>Or: Carlson, Krumholtz, & Snyder (2013), Assessing couple and family functioning in family counseling. <i>APA handbook of testing and assessment in psychology</i>, Vol 2 (569-586).</p> <p>And: Chapter 13: Case Conceptualization, 517-544 (no ref)</p> <p>Optional: Carlson, C.I., Ross, S. G., & Stark, K. H. (2012). Evidence-based case study research in couple and family psychology. <i>Couple and Family Psychology: Research and Practice.1</i>, pp.48-60.</p> <p><i>In class:</i> Groups will present on the psychometric quality of self-report and observer report measures in their model</p>	<p><i>Due:</i> Assignment #2.1 and Group #3.2</p> <p><i>Begin:</i> Assignment #2.2:</p>
2/25/15	Family Assessment III: Varying Forms	Walsh: one selected chapter from Part II plus 1 additional evidence-based article that illustrates contemporary research on this issue. (Group project 3.3)	<i>Due:</i> Group #3.3
3/4/15	Family Assessment III: Cultural Dimensions	<p>Walsh: Chapter 11: Culture: A challenge to concepts of normality Chapter 12: Intersections of race, class, and poverty Chapter 13: Immigrant family processes</p> <p><i>In class:</i> Group project 3.4. Possible resource for core chapters on cultural groups: McGoldrick, M., Giordano, J., & Pearce, J. K. (1996). <i>Ethnicity and family therapy</i>, 2nd Edition. Guilford, New York, NY.</p>	<i>Due:</i> Assignment #2.2 and Group #3.4

3/11/15	Family Assessment III: Developmental Perspective	Walsh: Chapter 16: The family lifecycle Chapter 17: Family resilience Chapter 18: Normative family transitions Chapter 19: Mastering family challenges in serious illness and disability	<i>Begin:</i> Assignment #2.3
3/18/15	Spring Break	No Class	
3/25/15	Family-Centered Therapy in Schools and Medical Settings	<p>Carlson, C., Funk, C., & Nguyen, K. (2009). Families and Schools. <i>The Wiley-Blackwell Handbook of Family Psychology</i>, p. 515- 526.</p> <p>Select readings within preferred topic or 1 in each topic area</p> <p><i>School Interest:</i> Dishion & Stormshak. (2010). Family-centered, school-based mental health strategies. <i>Handbook of School-Family Partnerships</i>. 228-245. Hoover-Dempsey, Whitaker & Ice (2010). Motivation and commitment to family-school partnerships. <i>Handbook of School-Family Partnerships</i>.(30-60). Weiss & Edwards (1992) The family-school collaboration project. <i>Home-School Collaboration</i>, p 215-243.</p> <p><i>Medical Interest:</i> McDaniels, S., Doherty, W. J., & Hepworth, J. (2014). An overview of medical family therapy (p. 5-26). <i>Medical family therapy and integrated care</i>. 2nd edition. American Psychological Association, Washington, DC. Alderfer & Rourke (2009). Family psychology in the context of pediatric medical conditions. <i>The Wiley-Blackwell Handbook of Family Psychology</i>, p.527-538.</p>	
4/1/15	Models of Family Therapy: Bowen Theory, Neurobiology and Genogram	<p>Walsh: Chapter 23: Neurobiology and family processes.</p> <p>Nichols: Chapter 4: Bowen family systems therapy</p> <p><i>Optional:</i> Yznaga, S. (2008). Using the genogram to facilitate the intercultural competence of Mexican immigrants. <i>The Family Journal</i>, 16(2), 159-165.</p>	<p><i>Due:</i> Assignment #2.3</p> <p><i>Begin:</i> Assignment #4</p>

		Hardy, K.V., & Laszloffy, T. A. (1995). The cultural genogram: Key to training culturally competent family therapists. <i>Journal of Marital and Family Therapy</i> , 21(3), 227-237.	
4/8/15	Structural Therapy and CBT Therapy	Nichols: Chapter 6: Structural family therapy Chapter 9: Cognitive-behavioral family therapy <i>Optional:</i> Leslie, L.A. Cognitive-behavioral and systems models of family therapy: How compatible are they? (p.275-292) West, A., et al. (2014). Child and family focused cognitive behavioral therapy for pediatric bipolar disorder: A randomized clinical trial. <i>Journal of the American Academy of Child and Adolescent Psychiatry</i> , 53(11), 1168-1178.	
4/15/15	Strategic and Solution-Focused Family Therapy	Nichols: Chapter 5: Strategic family therapy Chapter 10: Family therapy in the twenty-first century Chapter 11: Solution-focused therapy <i>Optional:</i> Carlson, et al. (1992). From blame to solutions: Solution-oriented family-school consultation. <i>Home-School Collaboration</i> , 193-213.	Due: Assignment #4
4/26/15	Narrative Therapy	Nichols: Chapter 12: Narrative Therapy Williams-Reade, J. et al. (2014). Narrative-informed medical family therapy: Using narrative therapy practices in brief medical encounters. <i>Families, Systems, & Health</i> .	
4/30/14	Research on Family Intervention	Walsh: Chapter 22: Unraveling the complexity of gene-environment interplay and family processes Nichols: Chapter 14: Research on family intervention	
5/6/15	Poster Fair	Presentation of final special topic poster	Due: Assignment #5

*Please note that course topics have supplemental readings on canvas. Reading assignments not currently listed in the syllabus, or specifically assigned to a group or team, or changed during the course of the semester, provided in class at least one week prior to the due date.

Course Policies:

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.

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.

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.

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).