

**2142 SOCW 6331-001-28173**

**Theories of Family**

SPRING 2014

Thursday, 2:00pm – 4:50pm – SWC-A 219

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**This course addresses the following Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) requirements for Core Competencies and Practice Behaviors:**

**Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.**

[Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers:]

- a) Engage in career-long learning.

**Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.** [Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:]

- (a) Recognize and manage personal values in a way that allows professional values to guide practice.
- (b) Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics<sup>2</sup> and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.
- (c) Tolerate ambiguity in resolving ethical conflicts; and
- (d) Apply strategies of ethical reasoning to arrive at principled decisions.

**Educational Policy 2.1.4—Engage diversity and difference in practice.** [Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:]

- (a) Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- (b) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- (c) Recognize and communicate their understanding of the importance of difference in shaping life experiences.

**Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.** [Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own

practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:]

- (a) Use research evidence to inform practice.

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.**

[Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:]

- (a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
- (b) Critique and apply knowledge to understand person and environment.

**Educational Policy 2.1.9—Respond to contexts that shape practice.** [Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:]

- (a) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

**I. Description of the Course Content:**

SOCW 6331- Theories of the Family reviews a variety of theoretical approaches useful in understanding the family. Implications for practice at the policy, community, and interpersonal levels are discussed.

**II. Student Learning Outcomes:**

Upon completion of the course students will have attained a grade of B or better on written and oral assignments as follows:

1. Examine, apply, and illustrate theories, concepts, and empirically-based knowledge related to various family theories.
2. Examine special issues and problems related to family health and well-being.
3. Examine, apply, and illustrate ways in which social systems promote or block the achievement and maintenance of family health and well-being.
4. Distinguish among families in terms of race, ethnicity, national origin, social class, religion, physical and mental ability, sexual orientation, and how a particular family is related or not to each area.
5. Distinguish among the codes and values in the NASW code of ethics which ones relate directly to human diversity and regard for worth and dignity of all families. Students will be able to assess and discuss what they think about these requirements for all social workers and how they plan to apply them in their social work practice to families who are different from them.
6. Analyze the needs of contemporary families and propose a set of plans for communities to promote and empower family well-being.

**III. Pre-Requisites:      SOCW 5301 and 5317**

**IV. Required Textbooks and Other Course Material:**

Smith, Suzanne R., Hamon, Raeanne R., Ingoldsby, Bron B., Miller, J. Elizabeth. (2012). *Exploring family theories*. (3<sup>rd</sup> ed.) New York: Oxford University Press.

**Recommended Texts:**

Walsh, F. (2003). *Normal family processes: Growing diversity and complexity*. (3<sup>rd</sup> ed.) New York: Guilford Press.

Congress E. P. & Gonzalez, M. J. (2005). *Multicultural perspectives in working with families*. (2<sup>nd</sup> ed.) New York: Springer Publishing Company.

American Psychological Association. (2010). *Publication manual of the American psychological association*. (6<sup>th</sup> ed.). Washington: Author.

Additional readings may be assigned throughout the semester.

**V. Course Outline, Topics, and Readings:****Week 1 – January 16<sup>th</sup>****Preview and Preparation**

- Schedule conflict with the SSWR conference, no class
- Study at home: familiar with syllabus and select one topic for class presentation

**Week 2 – January 23<sup>rd</sup>****Introduction to Course****What Is Theory And Family Theory?****Week 3 – January 30<sup>th</sup>****SYMBOLIC INTERACTIONISM THEORY (Smith et al, 1)**

- History / Assumptions / Terms and Concepts
- Research and Application / Critique
- **Group Analysis / Discussion - Reading:** Klunklin, A., & Greenwood, J. (2006). Symbolic Interactionism in grounded theory studies: women surviving with HIV/AIDS in rural northern Thailand.

**Week 4 – February 6<sup>th</sup>****STRUCTURAL FUNCTIONALISM THEORY (Smith et al, 2)**

- History / Assumptions / Terms and Concepts
- Research and Application / Critique
- **Group Analysis / Discussion - Reading:** Carroll, M., & Campbell, L. (2008). Who now reads Parson and Bales? Casting a critical eye on the “gendered styles of caregiving” literature.

**Week 5 – February 13<sup>th</sup>****FAMILY DEVELOPMENT THEORY (Smith et al, 3)**

- History / Assumptions / Terms and Concepts
- Research and Application / Critique
- **Group Analysis / Discussion - Reading:** Martinengo, G. J., Jacob,

I., Hill E.J. (2010). Gender and the work-family interface: Exploring differences across the family life course.

**Week 6 – February 20<sup>th</sup>**

**Video – This Boy’s Life**  
**Video discussion / activity**

**Week 7 – February 27<sup>th</sup>**

**FAMILY STRESS THEORY (Smith et al, 4)**

- History / Assumptions / Terms and Concepts
- Research and Application / Critique
- **Group Analysis / Discussion - Reading:** Betz, G., & Thorngren, J.M. (2006). Ambiguous loss and the family grieving process.

**Week 8 – March 6<sup>th</sup>**

**FAMILY SYSTEMS THEORY (Smith et al, 5)**

- History / Assumptions / Terms and Concepts
- Research and Application / Critique
- **Group Analysis / Discussion - Reading:** Bacallao, M. L., & Smokowski, P. R. (2007). The costs of getting ahead: Mexican family system changes after immigration.
- **Assignment #1 – Major Paper Outline Due**

**Week 9 – March 13<sup>rd</sup>**

**Spring Vacation**

**Week 10 – March 20<sup>th</sup>**

**HUMAN ECOLOGICAL THEORY (Smith et al, 6)**

- History / Assumptions / Terms and Concepts
- Research and Application / Critique
- **Group Analysis / Discussion - Reading:** Hong, J.S., Cho, H., & Lee, A.S. (2010). Revisiting the Virginia Tech shootings: An ecological systems analysis.

**Week 11 – March 27<sup>th</sup>**

**CONFLICT THEORY (Smith et al, 7)**

- History / Assumptions / Terms and Concepts
- Research and Application / Critique
- **Group Analysis / Discussion - Reading:** Recchia, H.E., Ross, H.S., & Vickar, M. (2010). Power and conflict resolution in sibling, parent-child, and spousal negotiations.

**Week 12 – April 3<sup>rd</sup>**

**SOCIAL EXCHANGE THEORY (Smith et al, 8)**

- History / Assumptions / Terms and Concepts
- Research and Application / Critique
- **Group Analysis / Discussion - Reading:** Yabiku, S.T., & Gager, C.T. (2009). Sexual frequency and the stability of marital and cohabiting unions.

**Week 13 – April 10<sup>th</sup>**

**Video – Joe the King**  
**Video discussion / activity**

**Week 14 – April 17<sup>th</sup>****FEMINIST THEORY (Smith et al, 9)**

- History / Assumptions / Terms and Concepts
- Research and Application / Critique
- **Group Analysis / Discussion - Reading:** Downing, J.B., & Goldberg, A.E. (2011). Lesbian mother's constructions of the division of paid and unpaid labor.

**Week 15 – April 24<sup>th</sup>****BIOSOCIAL THEORY (Smith et al, 10)**

- History / Assumptions / Terms and Concepts
- Research and Application / Critique
- **Group Analysis / Discussion - Reading:** Vaske, J., Galyean, K., & Cullen, F.T. (2011). Towards a biosocial theory of offender rehabilitation: Why does cognitive-behavioral therapy work?

**Week 16– May 1<sup>st</sup>****Questions for final paper  
Evaluations & wrap-up****May 8<sup>th</sup>****Assignment #2 – Major Paper Due****VI. Descriptions of Major Assignments with Due Dates:****1. Major Paper Outline:****20 points**

Each student will prepare an outline for their major paper (Family Assessment). The purpose of this assignment is to ensure students have considered all the criteria necessary for successful completion of the major paper assignment. Students are encouraged to meet with the instructor for clarification or questions.

1. Your outline should clearly describe the direction of your Major Paper. It is suggested but NOT required that students use the criteria listed in the Major Assignment – Family Assessment as a template for their outline.
2. A Culturagram and Genogram of the family you will assess is required as part of your outline (refer to <http://en.wikipedia.org/wiki/Genogram> for genogram).
3. This paper will be 4 – 5 double-spaced pages in length and follow APA format.
4. References are not required for the outline.

**Due March 6<sup>th</sup> at the beginning of class (bring a hard copy to class or send email before 2pm on March 6<sup>th</sup>).**

**2. Major Paper – Family Assessment: (Learning outcomes 1-6)****40 points**

The object of this paper is to demonstrate your ability to apply the theoretical knowledge presented in this class in assessing family processes. This paper will be 12 – 15 double-spaced pages in length (minimum 12 pages without references, or maximum 15 pages with references).

Select a family with which you have worked (or are familiar...may be the family next door). Examples of family forms - traditional, separation / divorce, teen parents, immigrant, childless couple, gay or lesbian, blended, fostering families.

1. Complete an assessment on the family (2-3 pages).
  - Arrange to meet the family to learn more about them and provide a brief description of your contacts with the family.
  - Identifying information: names and ages, marriages, religion, race, cultural background, living situation, occupations, socio-economic status, roles, communication, values and norms, decision making patterns, family life-cycle, etc.
  - Identify an issue(s) such as parent-child conflict, financial, addiction, abuse, chronic illness or disability, etc.
2. Review the literature on both the family form and the issue(s) they are experiencing (3-4 pages).
  - Cite a brief demographic of the family form and issue.
  - Identify special needs, issues/problems of individual family members.
3. Apply at least three theories that apply to the family you are assessing (5-6 pages)
  - Use terms and concepts to help explain your use of the theory – how or why some family issues happened in your family case. These should be supported by specific examples from your family case.
  - Describe resources (agencies, services, programs), if any, that this family or any of its members are currently using or speculate about community support needed by the family to maximize well-being. Provide a rationale or theory for their use of resources.
4. Include a discussion of the implications and how your use of theory relates to practice, theory, and social policy (2-3 pages).
  - Conclude your paper with a critique discussing the usefulness of the theory in understanding families including diverse families.

Students are expected to cite all sources used, as they are applied, in the text of the paper using APA format. A minimum of 10 references are required (maximum one on-line resource and minimum of 5 journal articles).

**Due May 8<sup>th</sup> by 12:00pm (noon) through email.**

<b>3. Class Presentation:</b> (Learning Outcomes 1-6)	<b>30 points</b>
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Individually or in groups (at most 2 persons), students will present, in class, a research case study from the text. Students will be expected to facilitate a discussion about their case study as it relates to:

1. Various family theories.
2. Special issues and problems related to family health and well-being.
3. Ways in which social systems promote or block the achievement and maintenance of family health and well-being.
4. Identify issues, if possible, facing families in terms of race, ethnicity, national origin, social class, religion, physical and mental ability, and sexual orientation.

5. Analyze the needs of contemporary families and propose a set of plans for communities to promote and empower family well-being.

**Presentations should be no longer than 45 minutes. They will begin on January 30<sup>th</sup> and continue each week throughout the semester.** You or your group must provide me with an outline of the presentation including appropriate documentation and accompanying references as well as the PowerPoint the day before the presentation day (before 5pm on Wednesday. 2 additional points will be added as a bonus for students who present individually.

<b>4. Attendance / Participation / Professionalism:</b>
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<b>10 points</b>
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Attendance, participation and professionalism are essential. Since it is impossible to participate in class discussion if you are not present, attendance will be taken during each class. See attendance policy (VIII).

**Attendance, participation and professionalism represent 10 points of your entire grade.** Any absence from class, for any reason, will forfeit the points assigned to that day for attendance, participation and professionalism. More than 3 absences may result in the student being asked to drop the course or could receive a failing grade. The instructor reserves the right to add up to five 5 additional points to the final grade for strong attendance and participation if those points would make a difference between letter grades in the final total. If a student has missed more than one class period for any reason, the student will not be eligible for the extra points.

In the event that a student is unable to attend class due to illness, emergency or special circumstance, he or she is expected to notify the instructor. If at all possible, notification should occur prior to the particular class session the student will be missing. It is the student's responsibility, whether present or absent, to keep abreast of assignments.

It is expected that students refrain from text messaging, writing email messages or engaging in other activities in class that are discourteous to the instructor and classmates.

## **VII. Final Grade Calculations and Grading Policy:**

**Grading Criteria:** Presentations and papers must follow the content requirements listed in the description of the assignment. Students are to respond completely not cursorily to these assignments. Clarity, organization, substance, and APA format will be assessed.

All assignments must be turned in on the scheduled due date, at the beginning of class. Late papers will be assessed a 4 point deduction for each calendar day or part of a day that the paper is late. Late assignments will be accepted only with the prior approval of the instructor and negotiated due date.

### **Additionally students should expect to:**

1. Integration of outside reading and classroom material with experiential parts of the assignment.
2. Use of outside reading, classroom material, and case material to demonstrate a clear understanding of theories and issues.
3. Logic, clarity and conciseness of paper/project including ability to separate emotion from reason, opinion from fact.
4. Creativity in the use of ideas in both written materials and oral presentations and classroom participation.

5. Implications for social work practice and policy specifically stated, with emphasis on diverse populations, social work values, economic and social justice, promotion of optimal health and well-being.

Major Paper Outline	20%
Major Paper – Family Assessment	40%
Case Study Analysis and Discussion	30%
Attendance, Participation, Professionalism	10%

Class grades will be based on the following:

3.85 – 4	A
3.60 – 3.84	A-
3.25 – 3.59	B+
2.90 – 3.24	B
2.60 – 2.87	B-
2.25 – 2.50	C+
1.90 – 2.24	C

Final Grade:

<b>93 – 100</b>	<b>A</b>
<b>90 – 92</b>	<b>A-</b>
<b>87 – 89</b>	<b>B+</b>
<b>83 – 86</b>	<b>B</b>
<b>80 – 82</b>	<b>B-</b>
<b>77 – 79</b>	<b>C+</b>
<b>73 – 76</b>	<b>C</b>
<b>70 – 72</b>	<b>C-</b>

**Form and Format:** Written and/or oral presentations/participation is considered excellent (A) when it meets all the above criteria; above average (B) when some of the above criteria is met, and average (C) or below when little or no of the above criteria is met.

#### **VIII. Attendance and Class Responsibility Policy:**

Your grade in this area will be a response to the following: punctuality; respecting and encouraging the opinions of your peers, even if they do not represent your own; demonstrating the ability to read carefully and think critically; demonstrating the ability to speak up when you have a point to make, a question to pose, or an alternative perspective to present; being prepared to give and accept feedback; being prepared to work with your colleagues. Please become familiar with the NASW Code of Ethics, it establishes the foundation for respect of each other and the evolving perspectives we possess and might share throughout the semester.

Arriving late and departing early is disruptive to the class. Regular attendance for the entire class is expected. Being late or leaving class early may result in an absence being recorded for that class period.

#### **IX. Drop Policy**

To avoid receiving a failing grade due to absences, it is the student's responsibility to drop the class according to university guidelines and time frames. Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration



period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/ses/fao>).

#### **X. Americans with Disabilities Act:**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. Instructors at UTA are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

#### **XI. Academic Integrity:**

At UT Arlington, academic dishonesty is completely unacceptable and will not be tolerated in any form, including (but not limited to) "cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (UT System Regents' Rule 50101, §2.2). Suspected violations of academic integrity standards will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

#### **XII. Student Support Services Available:**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may contact the Maverick Resource Hotline by calling 817-272-6107, sending a message to [resources@uta.edu](mailto:resources@uta.edu), or visiting [www.uta.edu/resources](http://www.uta.edu/resources).

#### **XIII. Librarian to Contact:**

John Dillard in our Social Work Electronic Library, room A-111.  
Web Page: <http://libraries.uta.edu/dillard/>

Ph: 817-272-7518; E-mail: [dillard@uta.edu](mailto:dillard@uta.edu)

**XIV. E-Culture Policy:**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

All students are assigned an email account and information about activating and using it is available at [www.uta.edu/email](http://www.uta.edu/email). New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly.

**XV. Grade Grievance Policy:**

See Graduate Catalogue and MSSW Handbook.

**XVI. Student Feedback Survey:**

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary.

**XVII. Final Review Week:**

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**XVIII. Emergency Exit Procedures:**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located [insert a description of the nearest exit/emergency exit]. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**Bibliography:**

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