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# **SOCF5109**

## Family Inclusive Practice

Term Two // 2019

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Kerrie James	kerrie.james@unsw.edu.au	Wednesday	Morven Brown	+61406996399

#### Tutors

Name	Email	Availability	Location	Phone
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### School Contact Information

School of Social Sciences

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## **Course Details**

### **Credit Points 6**

### **Summary of the Course**

This course builds on SOCF5108 'Therapeutic Contexts and Relationships' to critically examine methodologies that focus on families and relationships within families in counselling and social work contexts. In this course, you will use a systemic/interactional lens to understand and contextualise the client's problems, needs and capabilities. The focus is on developing conceptual and practice skills in engaging family members, exploring and understanding family dynamics through using open, direct and circular questions and developing interventions to assist family members to reach their goals. The course explores challenges that emerge in working with individuals and families including power dynamics, gender and diversity issues, managing hierarchy and boundaries, dealing with secrets, and facilitating healing from interpersonal trauma.

### **Course Learning Outcomes**

1. Critically analyse the theory and practice of family therapy and family inclusive practice with individuals and families
2. Identify client problems and concerns in relation to their relationship contexts and embedded interactional processes
3. Explain the difference between a linear and a circular/systemic conceptualisation of individual problems and concerns
4. Demonstrate skills in managing the content and process of couple and family interviews

### **Teaching Strategies**

The teaching strategies selected in this course aim to engage you with course material. This is achieved through discussion of readings and seminar content in regular face to face seminars with the whole group. The strategies also aim to assist you to integrate new knowledge and skills into your clinical practice. This is achieved through critical analysis of counselling practice as demonstrated in: excerpts (video/ online) of counselling sessions; case analyses and discussion of case vignettes; and exercises and role-play practice in the tutorial.

## Assessment

Additional guidelines::

- Practice example/s should comprise at least one-third of the assessment
- De-identify your place of work and client details
- Point form is acceptable for part of this assignment, if and where this style suits the material you are covering
- Standard academic referencing conventions must be observed
- Word length count should exclude final reference list.

## Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Essay	40%	01/07/2019 05:00 PM	1,3
Research essay	60%	16/08/2019 05:00 PM	1,2,4

## Assessment Details

### Assessment 1: Essay

**Start date:**

**Length:** 1500

**Details:** Students will submit a research essay (max. 1500 words) on a topic relevant to the course material. Students will receive written feedback and a numerical grade within ten working days of submission. The feedback sheet/rubric will be available to students at the start of the course so that they can work towards specified standards.

### Additional details:

Assessment 1: Essay 40%.

Choose three theoretical concepts from family systems theory that we have covered so far in this course.

- Define each concept

- Demonstrate each concept, drawing from your work with three different clients. Relate each concept to the client's presenting issue or problem. For example, you may choose cross-generational coalition as your concept and relate this to the client's concern about feeling isolated.

Provide evidence i.e. behaviour you observed or information clients provided.

For each client provide a snapshot of the family and of the issue you are working with them on. Aim for 500 words for each concept.

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

## **Assessment 2: Research essay**

### **Start date:**

**Details:** Students will submit a research essay (max. 2500 words) on a on a topic relevant to the course material. Students will receive written feedback and a numerical grade within ten working days of submission. The feedback sheet/rubric will be available to students at the start of the course so that they can work towards specified standards.

### **Additional details:**

Assessment 2: Essay 60%. Students will submit a research essay (max. 2500 words) on a topic relevant to the course material.

## **Understanding the Client Through the Family Systems Lens**

Assessment weight: 60%

Word length: 2500 words.

*The word length must be within the standard margin limits (10%) or your Paper cannot be accepted for marking.*

Due time and date: Friday, 16th August, 5 pm.

Submission: electronic Turnitin submission

*1. Choose a client - individual, couple or family – from your own practice. Briefly explain your role, your work context and your work with the client to date. This should comprise about 5-10% of the essay.*

*2. Provide a two or three generational genogram along with a description of the client's situation, problems and key relationships. This should comprise about 10% - excluding genogram.*

*3. Identify the client's main problem or symptom to conceptualise systemically.*

*4. Develop a systemic/interactional understanding of this problem or symptom, drawing – as relevant to your case – on the concepts listed below. This should comprise the majority of your essay.*

*Aim to demonstrate how the problem or issue is a manifestation of relationships and the patterns of interaction and feedback that characterise family relationships.*

### **Systemic concepts:**

- Dyadic circular patterns – circular pattern diagrams, complementary roles and symmetrical interactions, punctuation.
- Triangles – cross generational coalitions, triangulation, scapegoating, detouring.
- Boundaries and hierarchy.

- Sequences and intergenerational patterns as manifested in the client's personal, family and social relationships;
- The 'therapeutic system' and the 'larger system'.

6. *Reflect on the advantages and limitations of the systemic perspective for understanding this individual's symptoms or problems. This should comprise about 10-15%.*

FEEDBACK f WILL BE GIVEN ON THE FOLLOWING CRITERIA:

- Reading base
- Use of reading
- Topic coverage
- Quality of theory content
- Quality of practice application/analysis
- Organisation and structure
- Integration of core themes
- Evidence of independent reflection
- Referencing and presentation style

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

## Attendance Requirements

The School of Social Sciences expects that students will attend and participate actively in 100% of learning and teaching activities for this course (henceforth 'classes', to include lectures, tutorials, seminars, labs, online activities and so on).

Mandatory attendance of classes for this course is required. If you attend less than 80% of classes, you may be refused final assessment. This means that if you do not attend at least 80% of possible classes your final assignment or exam may receive a mark of zero. You are responsible for keeping track of your attendance and contacting your course convenor Kerrie James or tutor Maureen MacGinley immediately if

you are concerned about your attendance record and its impact on your ability to complete your course successfully. For the purpose of attendance monitoring, the final assessment for this course is 60 % of your overall grade for this course. This is the assessment item that will be graded at zero if you do not meet the attendance requirement for this course.

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 3 June - 7 June	Seminar	Thinking systemically: Context and relationship.  This class is from 1pm to 5 pm and involves a seminar and practice activities.
Week 2: 10 June - 14 June	Seminar	Circularity and Interactional Patterns: Dyads and Triangles  This class is from 1pm to 5 pm and involves a seminar and practice activities.
Week 3: 17 June - 21 June	Seminar	Sequences and "Time Cable"  This class is from 1pm to 5 pm and involves a seminar and practice activities.
Week 4: 24 June - 28 June	Seminar	Engagement and Interview Structure  This class is from 1pm to 5 pm and involves a seminar and practice activities.
Week 5: 1 July - 5 July	Online Activity	Legacy of Unresolved Loss: A Family Systems Approach  There is an online activity this week. Watch a video depicting family therapy focused on intergenerational loss. Then engage in an online discussion.
Week 6: 8 July - 12 July	Seminar	Asking Questions to Explore Sequences and Relationships  This class is from 1pm to 5 pm and involves a

		seminar and practice activities.
Week 7: 15 July - 19 July	Seminar	Interventions in Family Therapy  This is a seminar from 3pm to 5pm involving lecture input and practice exercises.
Week 8: 22 July - 26 July	Online Activity	Watch video of family session  Online activity. Watch video and engage in online discussion.
Week 9: 29 July - 2 August	Assessment	No class, work on assessment.
Week 10: 5 August - 9 August	Assessment	No class, work on assessment.

## **Resources**

### **Prescribed Resources**

Links to weekly readings are provided in Moodle.

### **Recommended Resources**

Recommended: Rhodes, P. & Wallis, A. (Eds.) 2011 "A Practical Guide to Family Therapy, Structured Guidelines and Key Skills", IP Communications, Melbourne.

### **Course Evaluation and Development**

Your feedback is important. I need to know how I might make improvements to this course. You will receive notifications as to when and how to provide feedback.

## **Submission of Assessment Tasks**

## **Submission of Assessment Tasks**

### **Turnitin Submission**

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au). Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

## Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

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## CRICOS

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