



## Winter 2019

**Course Number:** SOWK 699.68 S03

**Classroom:** PF 4259

**Course Name:** Family Therapy II: Post Structural Approaches

**Day & Time:** Thursdays, 1:00 to 4:00pm

**Instructor:** Dan Wulff

**Office Hours:** By appointment

**Telephone:** 403-220-8227

**Email:** [dwulff@ucalgary.ca](mailto:dwulff@ucalgary.ca)

## COURSE OUTLINE

### Syllabus Statement

This course supports the development of student skills and associated knowledges in family therapy, particularly the more recent family therapy approaches that acknowledge and respond to structural inequities in society and the larger systemic contexts of families.

### Course Description

This course focuses on both the conceptualizations of post-structural forms of family therapy as well the various performances of these approaches. Lectures, videotapes, and small group discussions will be utilized. Student engagement in class preparation and activities is critical.

This course has no pre-requisites or co-requisites.

### Learning Objectives

Students will:

1. Recognize the influence of post-structural thinking/conceptualizing on family therapy practices.
2. Understand how practices with families and communities are linked with societal discourses and macro processes/influences.
3. Understand how post-structural family therapy practices address social inequalities.
4. Be able to distinguish and articulate various types of post-structural family therapy approaches.
5. Appreciate the challenges faced by post-structural family therapy approaches when being utilized in contemporary front-line practice.
6. Identify places for further development/innovation of post-structural family therapy approaches.
7. Locate your own practice preferences within the set of post-structural family therapy approaches.

This course addresses two components of the Program Level Objective: "Change":

- Identify social inequalities, injustices, and barriers and work towards changing oppressive social conditions. This includes working with Francophone, Indigenous and newcomer populations.
- Critically assess the social, historical, economic, legal, political, institutional and cultural contexts of social work practice at local, regional, provincial, national, and international levels.

This course addresses three components of the Program Level Objective:

"Engage with Individuals, Families, Groups, and Communities Through Professional Practice":

- Acquire skills to practice at individual, family, group, organization, community, and population levels including advocacy and activism. This includes skills in working with Francophone, Indigenous and newcomer populations.
- Participate effectively in interprofessional practice, community collaboration, and team work.
- Acquire knowledge and develop skills in advanced practice, and/or in specialized practice with individuals, families, groups, and/or communities.

This course addresses the two specific clinical objectives of the clinical specialization in the practice components for each model of post-structural therapy (Jan 31, Feb 14, Mar 7, Mar 21):

- Students will critically examine and reflect on the various ways in which their languaging in their practices and in their interactions with other professionals and peers may be interpreted.
- Students will recognize justice issues in society and in daily living and learn to speak to these issues in listenable ways directed toward reflection and change.

### Relationship to Other Courses

This course is a natural extension of SOWK 679.30 (Family Therapy 1: Systemic Approaches) and related to SOWK653 (Comparative Approaches to Change) and SOWK659 (Evidence and Clinical Practice).

### Course Text(s)

\*\*\* All readings listed below include a web location in order to freely access them or they can be accessed through the Taylor Digital Library. If any of these accompanying links become broken, please inform the instructor as soon as possible so to arrange other forms of access. The articles are listed below in the order they will be used in this course.

Combs, G., & Freedman, J. (2012). Narrative, poststructuralism, and social justice: Current practices in narrative therapy. *The Counseling Psychologist*, 40(7), 1033-1060.  
<http://therapeuticconversations.com/wp-content/uploads/2016/04/Narrative-Poststructuralism-and-Social-Justice-Current-Practices-in-Narrative-Therapy.pdf>

Andersen, T. (1987). The reflecting team: Dialogue and meta-dialogue in clinical work. *Family Process*, 26, 415-428.  
<http://www.willhall.net/files/OpenDialogueReflectingTeamAndersenFamilyProcess1986.pdf>

Andersen, T. (1996). Language is not innocent. In F. W. Kaslow (Ed.), *Handbook of relational diagnosis and dysfunctional family patterns* (pp. 119-125). New York, NY: John Wiley & Sons.

Gehart, D. R. (2018). The legacy of Tom Andersen: The ethics of reflecting processes. *Journal of Marital and Family Therapy*, 44(3), 386-392.

Shotter, J. (2015). Tom Andersen, fleeting events, the bodily feelings they arouse in us, and the dialogical: Transitory understandings and action guiding anticipations. *Australian and New Zealand Journal of Family Therapy*, 36, 72-87.

Anderson, H., & Goolishian, H. (1988). Human systems as linguistic systems: Preliminary and evolving ideas about the implications for clinical theory. *Family Process*, 27(4), 371-393.

Anderson, H. (2005). Myths about 'not knowing.' *Family Process*, 44, 497-504.

Anderson, H. (2007, October). *The therapist and the postmodern therapy system: A way of being with others*. Sixth Congress of the European Family Therapy Association and 32nd Association for Family Therapy and Systemic Practice UK Conference. Glasgow, Scotland

<http://www.europeanfamilytherapy.eu/wp-content/uploads/2012/10/anderson.pdf>

- Anderson, H. (2012). Collaborative relationships and dialogic conversations: Ideas for a relationally responsive therapy. *Family Process*, 51(1), 8-24.
- Morgan, A. (n.d.). *What is narrative therapy?* Dulwich Centre. Retrieved from <https://dulwichcentre.com.au/what-is-narrative-therapy/>
- White, M. (2005). *Workshop notes*. Retrieved from <https://dulwichcentre.com.au/michael-white-workshop-notes.pdf>
- Carr, A. (1998). Michael White's narrative therapy. *Contemporary Family Therapy*, 20(4), 485-503.
- Dulwich Centre. (n.d.). *Commonly-asked questions about narrative approaches to therapy, community work, and psychosocial support*. Dulwich Centre. Retrieved from <https://dulwichcentre.com.au/articles-about-narrative-therapy/common-questions-narrative-therapy/>
- Dulwich Centre. (n.d.). *Healing stories: Partnerships with Aboriginal and Torres Strait Islander communities*. Retrieved from <http://dulwichcentre.com.au/healing-stories-partnerships-with-remote-aboriginal-and-torres-strait-islander-communities/>  
Read: *Linking stories and initiatives: A narrative approach to working with the skills and knowledge of communities* by David Denborough, Carolyn Koolmatrerie, Djapirri Mununggirritj, Djuwalpi Marika, Wayne Dhurrkay and Margaret Yunupingu
- Seikkula, J., Arnkil, T. E., & Eriksson, E. (2003). Postmodern society and social networks: Open and anticipation dialogues in network meetings. *Family Process*, 42(2), 185-203.
- Seikkula, J., & Olson, M. E. (2003). The open dialogue approach to acute psychosis: Its poetics and micropolitics. *Family Process*, 42(3), 403-418.
- Seikkula, J., & Trimble, D. (2005). Healing elements of therapeutic conversation: Dialogue as an embodiment of love. *Family Process*, 44(4), 461-475.
- Arnkil, T. E., & Seikkula, J. (2015). Developing dialogicity in relational practices: Reflecting on experiences from open dialogues. *Australian & New Zealand Journal of Family Therapy*, 36, 142-154.
- Waldegrave, C., & Tamasese, K. (1993). Some central ideas in the "Just Therapy" approach. *Australian & New Zealand Journal of Family Therapy*, 14(1), 1-8.
- Waldegrave, C. (2009). Cultural, gender, and socioeconomic contexts in therapeutic and social policy work. *Family Process*, 48(1), 85-101.  
<http://www.familycentre.org.nz/Publications/filesSocialPolicyResearch/family-process-vol48.pdf?PHPSESSID=20316115c5989f116bc69ec339a77ce1>
- Waldegrave, C., King, P., Maniapoto, M., Tamasese, T. K., Parsons, T. L., & Sullivan, G. (2016). Relational resilience in Maori, Pacific, and European sole parent families: From theory and research to social policy. *Family Process*, 55(4), 673-688.
- Wade, A. (1997). Small acts of living: Everyday resistance to violence and other forms of oppression. *Contemporary Family Therapy*, 19(1), 23-39.
- Todd, N., & Wade, A. (2004). Coming to terms with violence and resistance: From a language of effects to a language of responses. In T. Strong & D. Pare (Eds.), *Furthering talk: Advances in the discursive therapies* (pp. 145-161). New York, NY: Kluwer Academic/Plenum.

<https://www.responsebasedpractice.com/app/uploads/Coming-to-Terms-with-Violence-and-Resistance.pdf>

Coates, L., & Wade, A. (2007). Language and violence: Analysis of four discursive operations. *Journal of Family Violence*, 22, 511-522.

Richardson, C., & Wade, A. (2000). Islands of safety: Restoring dignity in violence-prevention work with indigenous families. *First Peoples Child & Family Review*, 5(1), 137-145. Retrieved from [http://media.wix.com/ugd/3dfdee\\_7ab39061473e4d17bc17a40818cd2a5c.pdf](http://media.wix.com/ugd/3dfdee_7ab39061473e4d17bc17a40818cd2a5c.pdf)

<b><u>Class Schedule</u></b>
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<u>Date</u>	<u>Topics</u>	<u>Readings/Videos/Guests/Due Dates</u>
Jan. 10	<b>Welcome to course; Post-structural approaches</b>	No assignments
Jan. 17	No class	Combs & Freedman (2012)  Search for writings/videos on post-structural approaches to family therapy. Bring some examples to class on Jan 24.
Jan. 24	<b>Reflecting Processes</b> (Key ideas and philosophical underpinnings) <i>Tom Andersen</i>	Andersen (1987) Andersen (1996) Gehart (2018) Shotter (2015)
Jan 31	<b>Reflecting Processes</b> (Practice implications) <i>Tom Andersen</i>	Readings continued from last week
Feb 7	<b>Collaborative Therapy</b> (Key ideas and philosophical underpinnings) <i>Harlene Anderson and Harry Goolishian</i>	Anderson & Goolishian (1988) Anderson (2005) Anderson (2007) Anderson (2012)
Feb 14	<b>Collaborative Therapy</b> (Practice implications) <i>Harlene Anderson and Harry Goolishian</i>  <i>Guest (Skype) – Harlene Anderson</i>	Readings continued from last week
Feb 21	<b>Reading Week – no class</b>	
Feb 28	<b>Narrative Therapy</b> <i>Michael White and David Epston</i>	Morgan (n.d.) White (2005) Carr (1998)  <b>Paper 1 due</b>

Mar 7	<b>Narrative Therapy and Community Work</b> (Practice implications) <i>Cheryl White and David Denborough</i>	Dulwich Centre: “ <i>Commonly-asked questions about narrative approaches to therapy, community work, and psychosocial support</i> ” Dulwich Centre: “ <i>Linking stories and initiatives: A narrative approach to working with the skills and knowledge of communities</i> ”
Mar 14	<b>Open Dialogues</b> <i>Jaakko Seikkula</i>	Seikkula, Arnkil, & Eriksson (2003) Seikkula & Olsen (2003) Seikkula & Trimble (2005) Arnkil & Seikkula (2015)
Mar 21	<b>Open Dialogues</b> (Practice implications) <i>Jaakko Seikkula</i>	Readings continued from last week
Mar 28	<b>Just Therapy</b> <i>Charles Waldegrave and Kiwi Tamasese</i>	Waldegrave (1993) Waldegrave (2009) Waldegrave et al. (2016)
Apr 4	<b>Response-Based Practice</b> <i>Allan Wade and Cathy Richardson</i>  <i>Guest: TBA</i>	Wade (1997) Todd & Wade (2004) Coates & Wade (2007) Richardson & Wade (2000)  <b>Paper 2 due</b>
Apr 11	<b>Synthesis</b>	

### Assignments

For each of the following three paper assignments, the length should be between 3000-3500 words (not including the title page or the references). Use Arial or New Times Roman font and follow APA (6<sup>th</sup> ed.) writing guidelines. References should be used that support the points you make.

**Paper 1:** Select two or three ideas from the material on Reflecting Processes and Collaborative Therapy and compose a paper that examines those ideas from a social work practice perspective. Appraise their applicability to contemporary social work practice locally. **Due February 28 (40%).**

This assignment relates to Course Objectives 1, 2, 3, 4, 5, 7.

This assignment relates to the three components of the Program Level Objective: “Engage with Individuals, Families, Groups, and Communities through Professional Practice” listed under Learning Objectives and Objectives 1 and 2.

**Paper 2:** Of the post-structural approaches we have discussed in this course, select two that you believe do a good job addressing issues of social justice and discuss how they do it. Include some of the challenges in implementing post-structural approaches that emphasize social justice in the local work environment. **Due April 4 (40%).**

This assignment relates to Course Objectives 1, 2, 3, 5, 6, 7.

This assignment relates to the two elements of the Program Level Objective: "Change" listed under Learning Objectives and to Learning Objective 3.

**Class Participation:** Apply the same standards of behavior, communication, and courtesy about punctuality, attendance, and readiness for work that would apply to a professional social worker in meeting with clients, supervisors, or in attending agency meetings. In addition to attendance, grades for participation are based on asking questions, sharing experiences, actively participating in class discussions or small group exercises, and giving respectful feedback to others during class. It also includes using office hours as needed to ask for help, problem solve, and/or to clarify the assignments, or to identify individual learning needs. Above all, participation means demonstrating personal and professional engagement in the learning process.

If a situation arises that precludes class attendance, the student should apprise the instructor. It is neither the instructor's responsibility to determine why a student was not in class nor is it the instructor's responsibility to advise the student of what was missed by a student's absences or tardiness to class. Your absence deprives the class of your participation that day so if you must be absent, consider ways you could add to the class upon your return. **(20%)**

There is no final exam in this course.

**Quality of writing will be a factor in grading these written assignments.**

### Recommended Readings

- Andersen, T. (1992). Reflections on reflecting with families. In S. McNamee & K. Gergen (Eds.), *Therapy as social construction* (pp. 54-68). London, UK: Sage.
- Andersen, T. (1995). Reflecting processes; Acts of forming and informing: You can borrow my eyes, but you must not take them away from me! In S. Friedman, (Ed.), *The reflecting team in action: Collaborative practice in family therapy* (pp. 1-37). New York, NY: Guilford Press.
- Anderson, H. (1997). *Conversation, language, and possibilities: A postmodern approach to therapy*. New York, NY: Basic Books.
- Center for Response Based Practice. (n.d.). *Resources*. Retrieved from <http://www.responsebasedpractice.com/resources>
- Hoffman, L. (1998). Setting aside the model in family therapy. In M. Hoyt (Ed.), *The handbook of constructive therapies* (pp. 100-115). San Francisco, CA: Jossey Bass.
- Hoffman, L. (2000). A communal perspective for relational therapies. *Journal of Feminist Family Therapy*, 11(4), 5-17.
- Hoffman, L. (2002). *Family therapy: An intimate history*. New York, NY: W. W. Norton.
- Madsen, W. (1999). *Collaborative therapy with multi-stressed families*. New York, NY: Guilford Press.
- Malinen, T., Cooper, S. J., & Thomas, F. (2012). *Masters of narrative and collaborative therapies: The voices of Andersen, Anderson, and White*. New York, NY: Routledge.
- Pare, D., & Lysack, M. (2004). The willow and the oak: From monologue to dialogue in the scaffolding of therapeutic conversations. *Journal of Systemic Therapies*, 23(1), 6-20.
- Tomm, K. (1993). The courage to protest: A commentary on Michael White's work. In S. Gilligan & R. Price (Eds.), *Therapeutic conversations* (pp. 62-80). New York, NY: W. W. Norton.
- Tomm, K. (1998). Co-constructing responsibility. In S. McNamee & K. Gergen (Eds.), *Relational responsibility* (pp. 129-137). Thousand Oaks, CA: Sage.
- Tomm, K., St. George, S., Wulff, D., & Strong, T. (Eds.). (2014). *Patterns in interpersonal interactions: Inviting relational understandings for therapeutic change*. New York, NY: Routledge.
- Weingarten, K. (1995). *Cultural resistance: Challenging beliefs about men, women, and therapy*. New York, NY: Haworth.
- Weingarten, K. (1998). The small and the ordinary: The daily practice of a postmodern narrative therapy. *Family Process*, 37, 3-15.
- White, M. (1993). Deconstruction and therapy. In S. Gilligan & R. Price (Eds.), *Therapeutic conversations* (pp. 22-61). New York, NY: W. W. Norton.

Wulff, D. (2011). Postmodern social work. In F. J. Turner (Ed.), *Social work treatment: Interlocking theoretical approaches* (5th ed.). New York, NY: Oxford University Press.

Wulff, D., & St. George, S. (2011). Family therapy with a larger aim. In S. Witkin (Ed.), *Social construction and social work practice: Interpretations and innovations* (pp. 211-239). New York, NY: Columbia University Press.

## Grading

**A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.**

**The University of Calgary Graduate Grading System will be used.**

Grade	Grade Point	Description	Percentage
<b>A+</b>	<b>4.0</b>	<b>Outstanding</b>	<b>95-100</b>
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. <b>Note:</b> Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

## Course Evaluation

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms.

Students are welcome and encouraged to discuss the process and content of the course at any time with the instructor.

### PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>. Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment.

Consistent with the aims of the Social Work Program, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): <https://casw-acts.ca/en/Code-of-Ethics> and the Alberta College of Social Work Standards of Practice (2013): [http://www.acsw.ab.ca/document/1327/final\\_standardsofpractice\\_20131104.pdf](http://www.acsw.ab.ca/document/1327/final_standardsofpractice_20131104.pdf). Students are expected to ensure they are both familiar with, and comply with these standards.

### RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she should speak with the course instructor and consult the CFREB ethics website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment."

### WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

All social work students are expected to review the Academic Integrity Module before beginning their program: <https://connect.ucalgary.ca/p8lqb1nucdh/>

A number of programs and services, including writing tutors, are available through the Student Success Centre (SSC) to assist graduate students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at: <http://ucalgary.ca/ssc/graduatestudent>

### IMPORTANT INFORMATION

A number of services are available through the Wellness Centre to support students in distress or those needing wellness supports: <http://www.ucalgary.ca/wellnesscentre/resources>

#### **Wellness Centre 24 hours/day Phone Support (403) 210-9355**

If a student requires immediate or crisis support, they can also call the Mental Health Help Line 1-877-303-2642 (toll free within Alberta for mental health advice).



Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to [copyright@ucalgary.ca](mailto:copyright@ucalgary.ca).

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Students must use their ucalgary email address as the preferred email for university communications.

Cell phones must be turned off in class unless otherwise arranged with the instructor.

The Social Work representative to the Students Union is to be determined ([swsacalgary@gmail.com](mailto:swsacalgary@gmail.com)).

Appeals: If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process of the Faculty of Graduate Studies Calendar.

The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/> for assistance with any academic and non-academic misconduct concerns.

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

### **STUDENTS WITH DISABILITIES**

It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services <http://www.ucalgary.ca/access/> (403) 220-8237 or email: [access@ucalgary.ca](mailto:access@ucalgary.ca). Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

### **Building Evacuations**

When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs and proceed to our primary Assembly Point – the Werklund School of Education Building. Wait there until you have received clearance from the Emergency Wardens to re-enter the building. You are encouraged to download the UofC Emergency App:

<http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app>

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.

### **SAFEWALK (403) 220-5333**

Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

### **Supports for Mental Health**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university

community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, [ucalgary.ca/wellnesscentre/counselling/personal/](http://ucalgary.ca/wellnesscentre/counselling/personal/) ) and the Campus Mental Health Strategy website ([ucalgary.ca/mentalhealth](http://ucalgary.ca/mentalhealth)).

### **Sexual Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>