Course Title: Interpersonal Practice with Families  
Course Number: 623 (Section 001)  
Credit Hours: 3  
Prerequisites: INTP 521  
Applies To, and Methods Type: Practice Method Concentration, Advanced IP Methods  
Instructor: Leslie Doty Hollingsworth, PhD, ACSW, LMSW  
Class Meets: Wednesdays, 9:00AM-12:00Noon  
Place: 3752 School of Social Work Building and Clinical Suite (2686 School of Social Work Building)  
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Office Hours: Mondays 9:00AM-12:00Noon or by appointment.

Course Description:
This course will build on the content presented in course SW 521 (i.e. Interpersonal Practice with Individuals, Families and Small Groups). This course will present a theoretical analysis of family functioning and integrate this analysis with social work practice. Broad definitions of "family" will be used, including extended families, unmarried couples, single parent families, gay or lesbian couples, adult siblings, "fictive kin," and other inclusive definitions. Along with theories and knowledge of family structure and process, guidelines and tools for engaging, assessing, and intervening with families will be introduced. The most recent social science theories and evidence will be employed in guiding family assessment and intervention. This course will cover all stages of the helping process with families (i.e. engagement, assessment, planning, evaluation, intervention, and termination). During these stages, client-worker differences will be taken into account including a range of diversity dimensions such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation. Various theoretical approaches will be presented in order to help students understand family structure, communication patterns, and behavioral and coping repertoires. The family will also be studied as part of larger social systems, as having its own life cycles, and as influencing multiple generations. An overview will be given of current models of practice.

Course Content:
Content on the engagement phase will emphasize methods for overcoming barriers to help seeking that are both internal and external to the family. Students will learn how to identify client-worker differences and how to find common ground with clients. In particular, students will learn methods for engaging the most reluctant family members. Assessment content will draw from the major theories of family functioning and life-span development, as well as meta-
theories that address oppressive social forces (e.g. sexism and racism). A sampling of reliable assessment measures will be introduced and applied. Goal setting and planning will flow from the assessment of the family, the goals of the family and its individual members, empirical evidence for different approaches, and ethical considerations. A variety of intervention and prevention models will be presented, along with the specific methods and procedures of each model. Work with nontraditional families, couples counseling, and divorce and separation counseling will also be included. The role of social work in the primary prevention of family problems will be emphasized (e.g. family life education programs). Methods for the evaluation of intervention and prevention efforts will be covered, including the use of self-report and observational measures.

Course Objectives:
Upon completion of the course, students will be able to:
1. Articulate at least two conceptual frameworks that take into account individual and family needs, problems and experiences within the family, and resources and opportunities of the social environment.
2. Describe challenges, risks, and tasks as they apply to diverse groups such as; women, the poor, families of color, and gay and lesbian families.
3. Identify the resources, strengths, and effective family processes across diverse populations including those based on a range of diversity dimensions such as ethnicity, race, sexual orientation, and class.
4. Apply family assessment frameworks that are ecological and family-centered and take into account the influence of oppressive social forces. Such assessments will account for the presence and impact of family violence, the presence and impact of substance abuse, and the impact that the students' own value system has on their assessment formulations.
5. Describe ways to establish a professional relationship with family members in order to engage in assessment, goal setting, and planning. The capacity to establish relationships with families will include an appreciation of cultural diversity and the unique strengths of nontraditional families.
6. Identify at least two models of prevention and intervention and explain the applicability of each model to the challenges faced by families.
7. Apply appropriate outcome measures that are reliable and determined by agreed upon goals in order to evaluate the effects of family-centered interventions.

Course Design: The course is designed to include lectures, assigned theoretical and practice reading, and discussion; exposure to the actual experiences of families in general and to those of particular families, through such media as case materials, videotapes, and client personal descriptions; and role-playing as social worker, observer, and family member.

Theme Relation to Multiculturalism & Diversity: will be addressed by considering the unique characteristics of families of composed of various diversity dimensions (e.g., ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation), and by tailoring engagement, assessment, goal setting, planning, and intervention to these characteristics. Assessment procedures will focus on strengths rather than deficits in family functioning.
Theme Relation to Social Justice: Will be addressed through a multi-systems perspective in which students will view the family as a system within, and affected by, a larger social structure. Family assessment will consider the impact of poverty and discrimination based on various diversity dimensions and other factors in causing or maintaining family problems. Traditional solutions to family problems will be analyzed for their potential to maintain oppression and disempowerment. Empowerment models of practice will be stressed, including the involvement of natural helping networks and teaching advocacy skills to families.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation: Will be addressed by identifying the family functions and processes that are useful for the successful development of its members. Prevention programs will be described that are designed to help the general population and at-risk families to avert problems before they develop (e.g. marital enhancement, parent education, premarital counseling, parent-school linkages, etc.).

Theme Relation to Behavioral and Social Science Research: Will be addressed by discussing the relationship of theoretical and empirical knowledge to family practice, by describing the theoretical frameworks within which practice methods may be carried out, and by identifying and critiquing the techniques and outcomes of evaluation which have been used with each practice method.

Relationship to SW Ethics and Values: Ethical dilemmas unique to family work will be presented, such as balancing individual and family goals, contracts regarding confidentiality and record-keeping, and addressing oppressive family structures. Presentation of value conflicts that exist toward families in society will be used to raise the students' awareness of personal and professional values.

Faculty Approval of Course Statement: 11/30/2006

Required Reading

Required Texts:
3. CTools Site: Resources

VIDEOS (Available on CTools.)
Aponte, Harry. A Daughter Who Needs a Mother. (Humanistic; structural)
Berg, Insoo Kim. I’d Hear Laughter. (Solution-focused)
Boszormenyi-Nagy, Ivan. I Would Like to Call You Mother. (Contextual)
Edgeth, Janet Seson. Adolescent Family Therapy. (Structural)
Johnson, Susan M. (Couple therapy)
   1. Emotionally-focused therapy for couples: Healing broken bonds
   2. Emotionally-focused therapy with a trauma survivor and his partner: Creating
a healing relationship.

3. An emotionally focused couple therapy: Shaping change events.
Lerner, Stephen. *Constructing the Multigenerational Family Genogram.* (Intergenerational)
(Askwith Film & Video Library only)
Madigan, Stephen. *Narrative Therapy.* (Narrative)
Madigan, Stephen. *Narrative Therapy with Children.* (Narrative)
Masek, Bruce. *Cognitive-behavioral Child Therapy.* (Cognitive-behavioral)
McGrady, Barbara S. *Couples Therapy for Addictions.* (Couple therapy)
McGoldrick, Monica. *The Legacy of Unresolved Loss.* (Intergenerational)
Montalvo, Braulio. *A Family with a Little Fire.* (Structural)
Murphy, John J. *Solution-focused Child Therapy.* (Solution-focused)
White, Michael. *Escape from Bickering.* (Narrative)

Assignments and Grading Basis

**Overall Grading Criteria**
Assignments should be carried out according to the stated instructions for each.
Full citations should accompany the McGoldrick and supplementary reading submissions and
should be written according to the most recent edition of the American Psychological

Assignments will be evaluated according to whether they are:

- **Strong:** This work not only fully and accurately meets all requirements of the assignment
  but shows evidence of extraordinary attention, depth of effort, and critical thought on the
  part of the student. Most would consider them model assignments. These assignments
  would generally translate into A or A+ letter grades.

- **Acceptable:** This work adheres fully to the requirements of the assignments; however,
  the quality of the work is not particularly special or noteworthy. These submissions
  would generally translate into B or B+ letter grades.

- **Barely acceptable:** This work meets expectations in some but not all aspects of the
  assignment. They would generally translate into B-, C or C+ letter grades.

- **Unacceptable:** This work does not meet published expectations of the assignment. It
  would generally translate into C- or D letter grades.

Notes:

- In addition to the above, accuracy of spelling, grammar, sentence structure, and general
  appropriateness for graduate work will be considered in the grading of all written
  assignments. Please make use of resources through the SSW Office of Student Services
  or the University in preparation of papers or proofreading.

- All written assignments should be submitted as attachments through the CTools site.

- Please note that all students are expected to read or otherwise participate in all
  assignments. The above assignments are those for which specific credit toward the final
  grade will be given.

**Graded Assignments:**

A. **Written Response Papers to Casebook Assigned Study Questions** (Maximum: 4
points per submission; total possible – 40 points)
The purpose of this assignment is to a) increase your familiarity with assessment and intervention skills associated with advanced models of family therapy; b) increase your familiarity with the theory underlying these skills; and c) expose you to examples of the application of these skills to case situations. The assignment requires development and use of critical thinking skills to direct application of evidence-based and ethical best-practice knowledge. In completing the assignment, you should:

1. Read the Casebook chapter assigned for the week.
2. Prepare and submit a typed two- to three-page, double-spaced response to each end-of-chapter study question.

**Due:** By 9AM on the Monday prior to the class for which the reading is assigned. Feel free to submit assignments in advance. *Assignments are due, even when you must be absent. Late assignments due to illness will be accepted by arrangement with the instructor made on the date you resume class attendance.*

**B. Written summary, critique, and co-leadership of class discussion of three assigned McGoldrick or supplementary readings as “modified” discussion co-leader (5 points for each of 3 two- to three-page, double-spaced summaries; 15 points total)**

Prepare two to three typed, double-spaced pages summarizing each of three assigned chapters from the McGoldrick text and critiquing them according to the five curricular and values and ethics themes (pp. 2-3 of this Syllabus) and the concepts of Privilege, Oppression, Diversity, & Social justice-PODS.

1. For each summary, include a discussion question that emerged from your reading of the chapter.
2. Use these to co-lead the fishbowl discussion on the date for which you are assigned.
3. Submit the summaries as one document for grading.
4. Fishbowl Discussion groups will be generally made up of two- to three persons who will read the assigned chapters or articles and prepare their papers independently although they may collaborate in planning the discussion leadership.
5. The same number of chapters or articles will be assigned to each group.
6. *All class members are expected to read and be prepared to participate in Fishbowl Discussions, including any exercises.*
7. The group with responsibility for the particular fishbowl will start off at the front of the class and, for the first 5 minutes or so, will discuss with each other their thoughts and reactions to the readings, after which they will pose questions to the class. Each assigned chapter or supplementary reading should be discussed separately.

**Due:** By 9AM on the Monday prior to the class for which you serve as co-discussion leader. *Papers should be prepared in advance and may be submitted prior to the designated due date. No penalties will be assigned for late papers due to illness. Arrangements for submitting papers late due to illness should be made with the instructor on the date you resume class attendance. In-class presentations are not graded and cannot be made up in the event that illness prevents your participation as discussion leaders.*

**C. Participation in 10 in-class practice exercises (2 points per role-play participation; 20 points total).**

*The purpose of this assignment is to provide experience to students (as practitioners and family members) in a way that allows multiple opportunities. Although students serving*
in practitioner roles are encouraged to review the evidence for assessment and intervention for the presented problem in advance, the emphasis will be on developing practice-related skills.

- A different case scenario will be assigned for role play each week and all role-play groups will receive the same case scenario.
- In the first class, students will submit a de-identified case study from their practice or work experience. These will be matched with appropriate intervention models and distributed on the day following the first class session.
- Three role play groups will take place simultaneously each week.
- Groups will be made up of approximately 6 persons each and may include
  - 1 or 2 practitioners
  - 2-4 family members
  - 1-2 observer/team participants who assist co-practitioners in planning and modifying their practice.
- Students will be randomly assigned to a different role-play group each week.
- Each student should plan to serve at least 2 times as co-therapist, 5 times as family member, and 2 times as observer/team participant.
- 55 minutes will be provided for the role play experience. This will include:
  - 15 minutes for organizing. (Co-practitioners and observer/family participants may meet separately from family members, providing an opportunity for planning by each group)
  - 45 minutes for the role play
- One of the three role plays each session will be conducted in the clinical suite and will be videotaped. Assignment to the clinical suite will be rotated so that each student will have an opportunity to serve as co-therapist in one videotaped role play session and to receive a personal videotape of the session (typically within 24 hours of the session and obtained from the AV Department in Basement of the SSW Building). Other role play sessions will be held concurrently in the classroom and will not be videotaped. Groups must re-join the full classroom group for the de-briefing 15 minutes prior to the end of class.

Due: Weekly. Note: Two participation points per role play will be assigned based on the attendance sheet. If you must be absent from a class for any reason, you have the following MAKE_UP OPTIONS:

A. Write a 2-3 page plan by which you would approach work with the family presented in the case study assigned for the class for which you are absent. The Plan should include:
   1. Your theoretical conceptualization of the presented problem (i.e., how you would explain the existence of the presented problem according to the theoretical practice model being covered on the date of your absence).
   2. Specific approaches you’d use, based on the theoretical practice model for that date, in engaging the family.
   3. The specific assessment approach you’d use, based on the theoretical practice model for that date.
   4. Specific interventions you’d consider, based on the theoretical practice model for that date.
B. Select an unassigned reading from the McGoldrick text or recommended or supplementary readings and submitting a written summary and critique of the content. The supplementary reading list is posted on CTools under Resources.

D. Written, take-home integrative assignment (Maximum: 25 points)
A printed case study will be distributed at the beginning of the University exam period. You will be asked to:

1. Provide a hypothesis that explains the presented problem and the rationale for your hypothesis, based on a review of the research literature related to the case information (particularly the presented problem), integrated with theory underlying the family therapy model or models that seem most applicable.
2. Write an engagement/assessment/intervention plan that includes methods for accomplishing each step, based on the evidence you’ve gathered from the research and from the applicable theoretical model or models.
3. Integrate, as appropriate:
   a. Multiculturalism and diversity
   b. Social justice
   c. Social change
   d. Privilege
   e. Oppression
   f. Promoting health, prevention of dysfunction, treatment, and rehabilitation
   g. Behavioral and social service research
   h. Social work values and ethics

Due: 9AM, Wednesday, December 16, 2009 submitted as an attachment through CTools.

Grading
Grades are earned by successfully completing the assignments as described above.

A+ 100
A 95-99  C+ 78-79  F <50 (no credit)
A- 90-94  C 74-77
B+ 88-89  C- 70-73
B 84-87  D 60-69 (no credit)
B- 80-83  E 50-59 (no credit)

If special accommodations would be helpful to you in the completion of assignments (e.g., longer time, a separate space to reduce distraction), please email me or otherwise let me know privately and as early in the semester as possible. Similarly, if there are other arrangements or responses that would be helpful to you in maximum use of, and success in this course, please notify me as early in the semester as possible.

Written assignments are to be completed independently. Some assignments may call for or allow preliminary discussion with a collaborator. However, independent written work is expected from each student. Please see the Student Guide section on “Ethical Conduct in the University Environment.” This section specifically addresses plagiarism and the possible consequences for
failing to appropriately attribute authorship for paraphrases or ideas acquired from another source. The University of Michigan Library system has an on-line resource that can assist you in preparing proper citations for assignments using APA format. Go to: http://www.lib.mich.edu/ug/research/citationguide/AP5thed/pdf

**All assignments are to be completed by the date they are due.** Prepare assignments as “professional reports,” making use of headings and sub-headings, underlining, italics, bold, etc. when appropriate. All written assignments, including the final exam, are to be turned in electronically through CTools and will be graded and returned accordingly. In some instances, including the final exam, papers will be returned after all papers for that assignment have been graded.

**Grades of Incomplete (I)** are not granted without appropriate documentation of the student’s inability to complete the work as referred to in the Student Guide (to the MSW Program).

**Commitment**

It is my desire that your experience in this course is beneficial to you in your future practice as a social worker. Therefore, I will make every effort to facilitate your success in the learning experiences that have been incorporated by 1) using my role as teacher to demonstrate skills and techniques in working with families; 2) providing didactic and experiential encounters that are considered useful in social work practice with families; 3) providing a supportive and engaging learning environment; 4) being clear regarding expectations of you in the course; 5) being fair and impartial in grading. Please call to my attention right away any questions or lack of clarity regarding any of the assignments.

**Course Expectations**

Because this is a skills-development course, prompt attendance at, and participation in all class sessions in their entirety is essential. Since the knowledge derived from this class makes extensive use of experiential activities such as role-playing, it is expected that you will:

- attend class
- remain in each class for its entirety
- do the required readings and written assignments prior to each class and as assigned
- view the supplementary videotapes prior to each class when possible
- participate in discussions and other class activities.

In courtesy to me and other class members, please refrain from texting or using your computer for anything other than note-taking. Please place your cell phones on Vibrate. (If your work, internship, or other circumstances require you to be available for contact by cell-phone, please notify me.)

**Structure and Format**

We’ll begin the course with a brief discussion of the history and progression of social work practice with couples and families (including the contribution of the social work profession to family theory and practice), move to a discussion of whether and why the focus on family relationships (rather than on individual functioning), and consider how families and the
individuals in them develop differentially in view of their cultural, economic, political and social contexts. We will discuss assigned readings on a collaborative approach to advanced social work with families, an introductory chapter to the McGoldrick text, and a discussion of the NASW Code of Ethics as these are specifically relevant to social work practice with couples and families. These will serve as orientation to the course. An introductory (ungraded) role play will be possible if time permits.

The weekly class schedule is expected to proceed as follows:
9:10-9:15 "Housekeeping" details
9:15-9:50 “Fishbowl” discussions
9:50-10:45 Lecture and discussion (May include: Elaboration of the model and case study from the Lawson and Prevatt text; evidence for the model from controlled research; small group exercises; viewing video segments demonstrating elements of the model; and discussion of the case study for the day in preparation for the role play.)
10:45-11:00 Break
11:00-11:40 Role play exercises
11:40-11:55 Role play debriefing

Course Outline

**Wednesday, September 9, 2009—Organization of the course.** Introductions; review of the syllabus; in-class exercise; formation of groups (role plays and discussions); assignments.

**Wednesday, September 16, 2009—Overarching clinical and theoretical framework:** Lecture; discussion of required readings; demonstration role play; distribution of case studies on which role plays will be based.

**Required readings:** *(CTools Site)*
- Madsen, W. Introduction and Chapter 1: “Working with multi-stressed families: From technique to attitude.”
  (Sections with specific implications for social work practice with couples and families.)

**Required readings—McGoldrick text**
- Chapter 1: McGoldrick, M., & Hardy, K. V. “Introduction: Re-Visioning Family Therapy from a Multicultural Perspective.”


**Required Readings—Lawson & Prevatt text**
- Chapter 10–Solution-focused Brief Therapy (Herb Klar & Insoo Kim Berg)

**Required Readings—McGoldrick Text and Supplementary Readings (Theoretical perspectives)**
- Chapter 6—Race, reality, and relationships: Implications for the re-visioning of family therapy.
- Chapter 22—Dismantling white male privilege within family therapy (Ken Dolan-Del Vecchio).

**Recommended readings**


**Recommended video:**

Berg, Insoo Kim: *I’d Hear Laughter*.

Murphy, John J. *Solution-focused child therapy*.

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**Wednesday, September 30, 2009: Social Constructionist models: Narrative**

**Required Readings—Lawson & Prevatt text**

Chapter 12—Narrative Therapy: The Work of Michael White (Bruce C. Prevatt).


**Required Readings—McGoldrick Text**

Chapter 4—Social class: Implications for family therapy (Tracey A. Laszloffy).

Chapter 28—A Fifth-province approach to intracultural issues in an Irish context (Imelda Colgan McCarthy & Nollaig O’Reilly Byrne)

Chapter 33—Working with families who are homeless (Peter Frankel and Chloe Carmichael).

**Recommended readings**


**Recommended videos:**

Madigan, Stephen. *Narrative Therapy*

White, Michael. *Escape from Bickering*.

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**Wednesday, October 7, 2009: Multigenerational models: Contextual model.**

**Required Readings—Lawson & Prevatt text**

Chapter 1—Contextual therapy (Catherine Ducommun-Nagy).

**Required Readings—McGoldrick text**

Chapter 2—Transnational journeys (Celia Jaes Falicov)

Chapter 3—Migration and the disruption of the social network (Carlos E. Sluzki).

Chapter 27—Working with immigrant and refugee families (Marsha Pravder Mirkin & Hugo Kamya).

**Recommended readings**


**Recommended video:**

Boszermenyi-Nagy, Ivan. *I would like to call you mother.*
Wednesday, October 14, 2009: Multigenerational models: Intergenerational/Cognitive models
Required Readings—Lawson & Prevatt text
Chapter 2—Integrated Intergenerational Family Therapy (David M. Lawson)
Required Readings—McGoldrick text (Cultural legacies).
Chapter 5. Spirituality, healing, and resilience (Froma Walsh).
Chapter 17. The Semitism schism: Jewish-Palestinian legacies in a family therapy training context (Linda Stone Fish).
Chapter 31. Climbing up the rough side of the mountain: Hope, culture, and therapy (Paulette Moore Hines.)
Recommended readings: Intergenerational/Cognitive
Recommended video:
Lerner, Stephen. *Constructing the Multigenerational Family Genogram*.
Masek, Bruce. *Cognitive-behavioral child therapy*.
McGoldrick, Monica. *The legacy of unresolved loss*.

Wednesday, October 21, 2009: Humanistic model.
Required Readings—Lawson & Prevatt text
Chapter 7—The Humanistic approach of Virginia Satir (Edith C. Lawrence).
Required Readings—McGoldrick text
Chapter 10—The discovery of my multicultural identity
Chapter 14—Going home: One orphan’s journey from Chicago to Poland and back (John Folwarski).
Chapter 18—My evolving identity from Arab to Palestinian to Muslim (Nuha Abudabbeh).
Recommended readings: Humanistic Model
Recommended videos:
Aponte, Harry. *A daughter who needs a mother*.
Johnson, Susan. *Emotionally-focused therapy for couples: Healing broken bonds*.
*Emotionally-focused therapy with a trauma survivor and his partner: Creating a healing relationship*.
*An emotionally focused couple therapy: Shaping change events*.

Wednesday, October 28, 2009: Systemic models: Structural model
Required Readings—Lawson & Prevatt text
Chapter 5—Structural family therapy (Sylvia Kemenoff, Jolanta Jachimczyk, & Andrew Fussner).
**Required Readings**—McGoldrick text and supplementary readings (Identity issues-continued)

Chapter 19—Biracial legitimacy: Embracing marginality (MaryAnna Domokos-Cheng Ham)

Chapter 23—Latinas in the United States: Bridging two worlds (Nydia Garcia-Preto).

Chapter 34—Coyote returns: A reconciliation between history and hope (Robin LaDue).

**Recommended Readings**


**Recommended videos:**

Edgeth, Janet Seson. *Adolescent family therapy*.

Montalvo, Braulio. *A family with a little fire*.

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**Wednesday, November 4, 2009: Systemic models: Strategic model**

**Required Readings**—Lawson & Prevatt text.

Chapter 9—Strategic therapy (Jim Keim)

**Required Readings**—McGoldrick text (Couples therapy)

Chapter 16—Gay and Lesbian Couples: Successful coping with minority stress. (Robert-Jay Green)

Chapter 30—Once they come: Testimony therapy and healing questions for African American couples (Makungu M. Akinyela).

Chapter 32—Interracial Asian couples: Beyond black and white (Tazuko Shibusawa).

**Recommended Readings**


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**Wednesday, November 11, 2009: Systemic models: Palo Alto Brief Therapy model**

**Required Readings**—Lawson & Prevatt text

Chapter 6—The brief therapy approach of the Palo Alto group (Karen Schlanger & Barbara Anger-Diaz).

**Required Readings**—McGoldrick text (Family therapy).

Chapter 20: The dynamics of a pro-racist ideology: Implications for family therapists (Kenneth V. Hardy & Tracey A. Laszloffy).

Chapter 24—Therapy with mixed-race families (Tracey A. Laszloffy)

Chapter 25—Working with LBGT families (Elijah C. Nealy).

**Recommended Readings**—Palo Alto model

Wednesday, November 18, 2009: Systemic models: Milan Systemic model

Required Readings: Lawson & Prevatt text
- Chapter 8—Milan systemic therapy (Frances F. Prevatt).

Required Readings: McGoldrick text and supplementary readings
- Chapter 38 (McGoldrick text). On becoming a GEMM Therapist: Work harder, be smarter, and never discuss race.

Recommended Readings: Milan Model

Wednesday, November 25, 2009: Evidence-based family therapies: Psychoeducational model.

Required Readings—Lawson & Prevatt text
- Chapter 13—Psychoeducational family therapy (Constance J. Fournier & William A. Rae).

Required Readings—McGoldrick text: None.

Recommended Readings

Wednesday, December 2, 2009
- Lecture and Discussion:
  - Career Planning.
  - Implications of licensure for interpersonal practice with families.
  - Professional/Educational Development.

Wednesday, December 9, 2009:
- “Everything you ever wanted to cover but didn’t get a chance.”
- Distribution of “take-home” integrative assignment.

Wednesday, December 16, 2009: Final Integrative Paper is Due at 9 AM.
- Submit as a CTools attachment only.
- Class will not meet.