

# M UNIVERSITY OF MICHIGAN

## SCHOOL OF SOCIAL WORK

COURSE TITLE:	Interpersonal Practice with Families. <b>Winter 2013</b>
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 AM-12 Noon
PLACE:	B-798 Lower Story- School of Social Work Bldg.
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### 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** includes 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 of interpersonal practice methods.

**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. *Attention to this theme will be reflected in the choice of in-class videos, case studies, and exam paper assignments, along with content on evidence-based practice models.*

**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. *Attention to this theme will be reflected in the choice of in-class videos, case studies, and mid-term and final exam paper assignments as well as evidence-based practice models.*

**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.). *Attention to this theme will be reflected in weekly reading assignments.*

**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. *Attention to this theme will be reflected in weekly reading assignments and mid-term and final exam paper assignments.*

**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. *Attention to this theme will be reflected in discussion questions related to weekly reading assignments and mid-term and final exam paper assignments.*

**Faculty Approval of Course Statement:** 11/30/2006

### Required Reading

**Required Text:**

Lebow, J. L. (2005). *Handbook of Clinical Family Therapy*. Hoboken, NJ: John Wiley & Sons. (Ulrich's Bookstore and Grad Library Reserves)

### Structure and Format

9:10 – 9:15 Housekeeping details

9:15 – 10:15 – Lecture, review, and discussion of assigned reading and videotape

10:15 - 10:30 – Break

10:30 – 11:55 – Practice lab activities

## Assignments and Grading Basis

### Overall Grading Criteria

Assignments should be carried out according to the stated instructions for each. Full citations should accompany mid-term and final papers which should be written according to the most recent edition (6<sup>th</sup>) of the American Psychological Association (APA) Publications Manual.

Written 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. It 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, and 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's *Sweetland Writing Center* in preparation of papers or proofreading.
- All written assignments should be submitted as attachments through the CTools site.

### Graded Assignments:

#### **A. Attendance and Participation as class member (3 points per class attended with participation – not including the first class). Maximum possible – 39 points.**

1. All students are expected to prepare for class in advance by:
  - a. Reading the assigned material from the Lebow text
  - b. Preparing responses to discussion questions distributed in advance.
  - c. Reviewing the case study or studies assigned for the given class.
2. Submission of case studies. (Ungraded)
  - a. Each student will have submitted (through the CTools site) prior to the beginning of the term, a de-identified case study from their practice or work experience.
  - b. These case studies will be matched with an appropriate intervention model and made available by the day following the first class session.
  - c. These case studies will be used as the scenarios for the role play practice methods exercises. All scenarios will not be used. Choices will be made according to the ones that best lend themselves to practicing the models covered.
3. Participation in role play practice methods exercises.
  - a. Each week students will participate, through small groups, in practice methods exercises. Rather than being responsible for an entire 'session,' students will role-play the specific practice methods (engagement, assessment, intervention,

termination planning, and evaluation) associated with the family therapy model being addressed that day

4. **Make-up Option.** Participation points are awarded on the basis of attendance and participation in the entire class session. If you must be absent from any portion of the class for any reason, you have the option of completing the following make-up assignment for up to two missed classes:
  - a. Write a 2-3 page, double-spaced plan describing how you would approach work with the family presented in the case study assigned for the class for which you are absent – specifically addressing engagement, assessment, intervention, termination planning, and evaluation as these relate to the family therapy model being covered the day of the missed class. 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) The engagement, assessment, intervention, termination planning, and evaluation approach you would use with the family, given the specific model.

**DUE: By 9AM of the class the week following the class you missed.**

**B. Mid-term integrative paper (29 points maximum) – Covers 1/16/2013 - 2/20/2013**

On or before the end of the day on February 20th, a case study will be posted on the CTools site. Based on the information provided, you are asked to write a 8-10 page double-spaced paper in which you:

1. Identify the problem(s) presented in the case study.
2. Provide your theory-based hypothesis for explaining the presented problem(s).
  - a. Use at least two published works (in addition to the required readings for the class) to support your hypothesis. (You should discuss these in some detail – not simply cite them.)
3. From your theory-based hypothesis, select the appropriate evidence-based family therapy model or combination of models (from the models covered up through February 27<sup>th</sup>) for addressing the problem and provide a rationale for your choice.
  - a. Use at least two published research studies (in addition to the required readings for the class) to support your rationale, providing sufficient evidence as support. (You should discuss these studies in detail – not simply cite them.)
4. Discuss specifically how you would apply the evidence-based family therapy model chosen in the following processes of the therapy:
  - a. Engagement
  - b. Assessment
  - c. Intervention
  - d. Termination planning
  - e. Evaluation
5. Discuss how you would consider the following School of Social Work curricular themes in applying the model chosen, keeping in mind that all may not be applicable:
  - a. Multiculturalism and diversity
  - b. Social justice

- c. Promotion, prevention, treatment, and rehabilitation
- d. Behavioral and social science research
- e. Social work values and ethics.

*\*Please separate your paper by headings and subheadings.*

*Use the 6<sup>th</sup> edition of the American Psychological Association (APA) Publications Manual for appropriate citations within the body of your paper, reference list, and headings and sub-headings.*

**DUE: 9AM Wed., February 27th. (Three-point penalty per day for late submissions)**

**C. Final integrative paper (32 points maximum) (Covers 3/13/2013 – 4/17/2013)**

On or before the end of the day on April 17th, a case study will be posted on the CTools site.

Based on the information provided, you are asked to write a 8-10 page double-spaced paper in which you:

1. Identify the problem(s) presented in the case study.
2. Provide your theory-based hypothesis for explaining the presented problem(s).
  - a. Use at least two published works (in addition to the required readings for the class) to support your hypothesis. (You should discuss these in some detail – not simply cite them.)
3. From your theory-based hypothesis, select the appropriate evidence-based family therapy model or combination of models (from the models covered up through February 27<sup>th</sup>) for addressing the problem and provide a rationale for your choice.
  - a. Use at least two published research studies (in addition to the required readings for the class) to support your rationale, providing sufficient evidence as support. (You should discuss these studies in detail – not simply cite them.)
4. Discuss specifically how you would apply the evidence-based family therapy model chosen in the following processes of the therapy:
  - a. Engagement
  - b. Assessment
  - c. Intervention
  - d. Termination planning
  - e. Evaluation
5. Discuss how you would consider the following School of Social Work curricular themes in applying the model chosen, keeping in mind that all may not be applicable:
  - a. Multiculturalism and diversity
  - b. Social justice
  - c. Promotion, prevention, treatment, and rehabilitation
  - d. Behavioral and social science research
  - e. Social work values and ethics.

*\*Please separate your paper by headings and subheadings.*

*Use the 6<sup>th</sup> edition of the American Psychological Association (APA) Publications Manual for appropriate citations within the body of your paper, reference list, and headings and sub-headings.*

**DUE: 9AM Wednesday, April 24th. (Three-point penalty per day for late submissions)**

**Assignment Summary:**

Assignment	Points
A. Class attendance/participation	<b>39</b> points maximum possible (3 per class)
D. Mid-term exam/integrative paper	<b>29</b> points maximum possible
E. Final exam/ integrative paper	<b>32</b> points maximum possible
Total possible points	<b>100</b>

**\*Please note that grades are based on a 100 point system.**

**Grading**

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

A+	100-99				
A	95-98	C+	78-79	F	<50 (no credit)
A-	90-94	C	74-77		
B+	87-89	C-	70-73		
B	84-86	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 by the second class session. 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 by the second class session.***

**Written Assignments** are to be completed independently. 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 to assist you in preparing proper citations for assignments using the *American Psychological Association Publications Manual 6<sup>th</sup> Edition*.

**Policy on Class Absences:** Absence from class for any reason results in not attaining the attendance/participation points that are available for the class missed. However, the make-up option is available (with the same maximum possible number of points) for up to two missed classes.

**Grades of Incomplete (I)** are granted only with appropriate documentation of the student’s inability to complete the work as referred to in the *Student Guide to the MSW Program*.

**Cell-phone or computer usage:** In courtesy to me and members of the class, please refrain from texting or using your computer for anything other than note-taking. Please place your cell phones on off or vibrate. (If your place of employment, internship, or other circumstances require you to be available for contact by cell-phone, please notify me.)

## Course Outline

**Wednesday, January 9th.** “Family Therapy at the Beginning of the Twenty-First Century.”

Required readings – Lebow, Chapter 1

**Wed., January 16th. Attachment-Based Therapy**

Required Readings – Lebow, Chapter 2 – Attachment Based Family Therapy for Depressed and Anxious Adolescents.

**Wed., January 23<sup>rd</sup>. Brief Strategic family therapy**

Required Readings – Lebow, Chapter 4 – Brief Strategic Family Therapy for Adolescents with Behavior Problems (Horigian, Suarez-Morales, Robbins, Zarate, Mayorga, Mitrani, & Szapocznik)

**Wed., January 30th. Multisystemic family therapy**

Required Readings – Lebow, Chapter 5 – Multisystemic Therapy for Adolescents with Serious Externalizing Problems (Schoenwald & Henggeler)

**Wed., February 6<sup>th</sup>. Multidimensional family therapy.**

Required Readings – Lebow, Chapter 6 – Multidimensional Family Therapy: A Science-Based Treatment for Adolescent Drug Abuse (Liddle, Rodriguez, Dakof, Kanzki, & Marvel)

**Wed., Feb. 13<sup>th</sup>. Functional family therapy**

Required Readings – Lebow, Chapter 7 – Functional Family Therapy for Externalizing Disorders in Adolescents

**Wed., Feb. 20<sup>th</sup>. Cognitive-behavioral family therapy. (CASE STUDY FOR MID-TERM PAPER WILL BE POSTED)**

Required Readings

Datillo, F. M. (2005). The restructuring of family schemas: A cognitive-behavior perspective. *Journal of Marital and Family Therapy, 31*(1), 15-30. (Online and on CTools site.)

**Wed., Feb. 27<sup>th</sup>. Psychoeducational family therapy (MID-TERM PAPERS ARE DUE BY 9:00 AM.)**

Required Readings – Chapter 8 – Psychoeducational Multifamily Groups for Families with Persons with Severe Mental Illness (McFarlane)

**Wed., March 6<sup>th</sup>. SPRING BREAK.**

**Wed., March 13<sup>th</sup>. Integrative behavioral couple therapy.**

Required Readings – Lebow, Chapter 13 – Integrative Behavioral Couple Therapy (Baucom, Christensen, & Yi)

**Wed., March 20th. Emotionally Focused Couple Therapy**



Required Readings – Lebow, Chapter 15 – Creating Secure Connections: Emotionally Focused Couples Therapy (Woolley & Johnson)

**Wed., March 27<sup>th</sup>. Couple sex therapy.**

Required Readings – Lebow, Chapter 18 – Couple sex therapy: Assessment, treatment, and relapse prevention (McCarthy and Bodnar).

**Wed., April 3<sup>rd</sup>. CLASS WILL NOT MEET. Family therapy with traumatized families. Case study and video will be posted on CTools for make-up assignment use.**

Required Readings – Lebow, Chapter 12. Working with traumatized families (Barnes and Figley)

**Wed., April 10<sup>th</sup>. Intergenerational Model**

Required Readings – Lebow, Chapter 21 – Differentiation and Dialogue in Intergenerational Relationships (Fishbane)

**Wed., April 17<sup>th</sup>. Families in Later Life. COURSE EVALUATIONS (In-class). (CASE STUDY FOR MID-TERM PAPER WILL BE POSTED)**

Required Readings – Lebow, Chapter 23 – Families in Later Life: Issues, Challenges, and Therapeutic Responses. (Becvar).

**Wed., April 24<sup>th</sup>. FINAL PAPERS ARE DUE BY 9:00AM. (Class does not meet.)**