COURSE TITLE: Interpersonal Practice with Families. Winter 2014
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, 9AM-12Noon
PLACE: B-798 Lower Story- School of Social Work Bldg.
E-MAIL ADDRESS: lholling@umich.edu
TELEPHONE NO.: (734) 763-6572 (Office); (734) 929-5562 (Home); (734) 276-0747 (Cell)
FAX: (734) 763-3372
OFFICE HOURS: Mondays 10:45AM-12:00 Noon 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** 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 Texts:*  

*Recommended Reading*  

Other works as assigned.

**Structure and Format**

9:10 – 9:15 Housekeeping details

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1 Required texts are available for purchase at Ulrich’s Bookstore.
9:15 – 10:30 – Lecture, review, and discussion of assigned reading and videotape
10:30 - 10:45 – Break
10:45 – 12:00 – Practice lab activities

In addition to other values, principles, and standards put forth in the NASW Code of Ethics, this course subscribes, in particular, to the stated Values of:

- **The Importance of Human Relationships.** In that regard, the Ethical Principle that Social workers recognize the central importance of human relationships is upheld, recognizing, in particular, that:
  - Social workers understand that relationships between and among people are an important vehicle for change.
  - Social workers engage people as partners in the helping process.
  - Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the wellbeing of individuals, families, social groups, organizations, and communities.

- **Competence.** In that regard, the course is oriented to facilitating the development and/or expansion of students’ professional knowledge and skills and their ability to apply them in practice.
  - Knowledge of theory is considered essential in informing practice.
  - Knowledge of empirical evidence supporting practice is considered essential.
    - In the absence of empirical evidence (involving randomly controlled experiments), attention to ethical best practices is strongly encouraged.

- **Social Justice.** In that regard, consideration will be given to the systemic and structural forces that surround the circumstances that precipitate clients’ needs for social work services.
  - Such circumstances include being discriminated against as a result of being a member of a race or ethnic group or nationality or sexual orientation or religion or age group that differs from the majority in U. S. society and/or having insufficient economic, educational, or social means to enjoy a high level of well-being.
    - Circumstances in which the clinician and/or the agency in which the clinician practices are members of the majority group are important sources of attention to ensure that the systemic and structural forces of discrimination in the larger society are not present in client services.

- **Respect for the Dignity and Worth of the Person.** In that regard, attention is given to the competence families bring to services rather than on deficits perceived by the clinician.
  - Client competence has to do with experiences of having overcome adversity, keeping in mind that what the clinician considers an adversity may not be considered an adversity from the standpoint of the family and that it is up to the family to define adversity in the life of the family.

In accordance with the stated values above, we will begin the course with an introduction to the concept of a resilience-based approach to family therapy. This will be accompanied by McGoldrick and Hardy’s chapter on conceptualizing family therapy from a multicultural perspective. This will be followed by a review of considerations and methods of engaging and assessing families who seek or are referred for clinical social work services.
Because evidence-based models of family intervention build on earlier models, we will devote one week each to five of these earlier models – Bowenian; structural; solution-focused; narrative; and cognitive-behavioral. Since psychoeducation is used in applying many models of family intervention, methods of psychoeducation will be incorporated. Finally, we will devote one week each to five evidence-based family therapy models, most having to do with problems confronting families with adolescents and in one instance, with couples. These are: attachment-based family therapy; brief, strategic family therapy; multisystemic family therapy; and functional family therapy, in addition to emotionally-focused couples therapy. When studying these evidence-based models, time will be devoted to practicing the skills associated with the models.

**Initial, in-class role plays**

**Creation. (Ungraded)**
During the first class session, the class will be divided into two groups – one group of ten co-therapists and one group of eight role-players. Members of the co-therapist group will divide themselves into five co-therapist teams – one team for each of the five initial family intervention models (Bowenian; structural; solution-focused; narrative; and cognitive-behavioral). Members of the role players group will create five couple therapy or family therapy case scenarios to be used in the five initial role plays. It is expected that members of the role players group will participate in more than one role play family. (Role play families are expected to consist of 2 – 4 persons.) **Diversity of family forms is strongly encouraged.** Role play teams are encouraged to provide case information that sufficiently lends itself to assessment and beginning intervention although the case scenario itself may be of an initial session or a later session.

**Recording of case scenario information (Ungraded).**
Volunteer recorders should record case scenario information and submit the case scenario to the instructor within 24 hours of the end of the first class session. A template will be provided to guide the recording of this information. Case information should include:

- Name, family role, age, and any other identifying or demographic information considered relevant for each family member.
- Relationship information of family members, including relationship history.
- Presenting problem.
- History and progression of the problem and of attempts to resolve it, including involvement of other systems and service providers.
- Any formal diagnostic information.
- The point in therapy at which the family is being seen (e.g., in the initial session or a subsequent session).

**Structure of role-plays. (Ungraded)**
The initial group of in-class role plays will begin in the third class session and continue through four consecutive sessions (for a total of five initial sessions). The classroom will be separated by a room divider to allow for an interviewing room (in which the role play session takes place) and a classroom/viewing room (in which class members not participating in the role play observe the interview as it is projected into the room on a projection screen). Co-therapists will be expected to pause mid-way through the ‘session’ and come into the viewing room to consult with the rest
of the class, then to return and continue with the remainder of the ‘session.’ Role play sessions should last 45-50 minutes total with an additional 10 minutes for debriefing involving the co-therapists, role play family, and other students.

Planning for role plays. (Graded)
Upon receiving case information for the model assigned to them (48 hours after the end of the first class session), co-therapists should meet one or more times, review and discuss the case information, and develop a plan for conducting the role play session. This should include

- A summary explaining the model to be applied in the interview, including what’s known about the theoretical conceptualization and evidence supporting its use.
- A plan for how they will approach engaging, assessing, goal-setting, contracting, intervening, and terminating.
- Explanation of the basis by which they will approach each segment of the plan, according to the model being used.
- Identification of which of them will have responsibility for what aspects of the interview.

Co-therapists are expected to contribute equally to the development of the plan. Actual writing of the plan for submission (4 – 5 pages, double-spaced, 1-inch margins all sides) may occur collaboratively through an electronics method such as Google docs or it may be completed by one of the two after equal contribution to its development. With the understanding that the plan as submitted represents the equal contribution of the co-therapists, the same grade will be given to both.

Evaluation of the process and outcome of the interview (Graded)
In developing their evaluation of the completed interview, each co-therapist will have access to the tape of the interview as well as untaped input from the mid-session consultation with the class and the debriefing. Each co-therapist will independently write and submit a 5 – 7 page, double-spaced paper, with 1-inch margins all sides, in which she or he:

- Summarizes the original plan for the interview.
- Describes the process by which the plan was implemented, including explanation of any variation from the original plan.
- Discusses the outcome of the interview with regard to what was anticipated.
- Discusses strengths and challenges of the interview.
- Discusses the co-therapy experience.
- Discusses how she or he would proceed if continuing with the family.
- Reflects on her or his professional growth and development as a result of the experience.

Out-of-class role plays
It is anticipated that an opportunity will be provided for some students in our SW623 section to conduct interviews in which role-plays are conducted by class members of Professor Scott Weismann’s SW703 class, with members of that class serving as family members for the role plays. In this case, students who did not serve as co-therapists in our initial role plays will serve as co-therapists for these out-of-class role plays. We will request that a case scenario be provided
in advance for the family to which a co-therapy team is assigned. Only one interview will be conducted.  

Structure of the role plays (Ungraded)
Co-therapists for the out-of-class role plays will be responsible for coordinating with the SW703 Intake/Mechanics specialist to schedule a time for the role play interview that fits the schedule of the co-therapists and the family members. Other SW623, Section 001 class members will be invited to attend if available at the time the interview is scheduled but will not receive grade credit for their attendance. Only the schedules of the co-therapists and the family members will be considered in scheduling the role play. Whether or not other class members are able to attend, co-therapists will pause about half-way through the session, excuse themselves for a brief consultation break with each other, then return to complete the session. Hopefully the “family” will provide feedback to the co-therapists in a short debriefing at the end of the session.

Planning for the role-play (Graded)
Co-therapy teams are responsible for using the case information provided to collaborate equally in writing (see the description for the in-class role plays) and submitting a 4 -5 page, double-spaced paper with 1-inch margins on all sides, in which they:
- Discuss which of the five original family intervention models will be used (Bowenian, structural, solution-focused, narrative, or cognitive-behavioral).
- Provide a summary explaining the model to be applied in the interview, including what’s known about the theoretical conceptualization and evidence supporting its use.
- Develop a plan, according to the model decided on, by which they will engage, assess, participate in goal-setting and contracting, and intervene with the assigned family, according to the model chosen.
- Provide the basis on which they will approach each segment of the plan, as informed by the model.
- Describe which of them will have responsibility for carrying out which elements of the interview.

Evaluation of the process and outcome of the interview. (Graded)
In developing their evaluation of the completed interview, each co-therapist will have access to the tape of the interview as well as untaped input from the mid-session consultation with the class and the debriefing. Each co-therapist will independently write and submit a 5 – 7 page paper in which she or he:
- Summarizes the original plan for the interview.
- Describes the process by which the plan was implemented, including explanation of any variation from the original plan.
- Discusses the outcome of the interview with regard to what was anticipated.
- Discusses strengths and challenges of the interview.
- Discusses the co-therapy experience.

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2 In the event that coordinating with the SW703 class for role plays is not possible, we will reverse the process followed for the in-class role plays in order to accommodate students who did not serve as co-therapists for the initial five in-class role play sessions. In this event, roles will be reversed so that class members not serving as co-therapists will form families for the second group of role plays. These co-therapists will apply the evidence-based models (from the Lebow text).
• Discusses how she or he would proceed if continuing with the family.
• Reflects on her or his professional growth and development as a result of the experience.

Assignments and Grading Basis

Overall Grading Criteria
Assignments should be carried out according to the stated instructions for each. Full citations should accompany Plan and Evaluation papers. Please separate your paper by headings and subheadings. Use the 6th 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.

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, with the exception of make-up papers, should be submitted as attachments through the CTools site.

Assignment Summary:

A. Attendance and Participation as class member (3 points per class attended with participation – including the first class but not including April 16th). Maximum possible 13 classes – 39 points. Students enrolling in the course after the first class will be responsible for submitting make-up work for the missed class(es).

1. All students are expected to prepare for class in advance by:
   a. Reading the assigned textbook and other assigned course material.
   b. Preparing responses to discussion questions at the end of chapters in the Van Hook text or as distributed.
   c. Viewing assigned videos.
2. All students are expected to participate in role plays as outlined and in other in-class experiential activities.
MAKE-UP OPTION: The maximum number of grading points attainable in this class is 100. Therefore, missing a class results in a reduction of 3 points. Although attendance at all classes is important, students may take advantage of up to two make-up options. (Classes missed beyond the two or any class not made up will result in a deduction from the final grade of 3 points per missed class.) To take advantage of the make-up option, students should submit, as an email attachment, all work that would have been expected had they attended class. Examples are answers to end of chapter discussion questions or other discussion questions provided by the instructor; reviews and summaries of assigned reading materials and videos.

NOTE: Attendance and participation points will be recorded on the CTools site at the end of the term.

B. Co-therapist plan for in-class or out-of-class role play. 4-5 page paper due 3 days prior to the date you’re scheduled to serve as role play co-therapist. Maximum 25 points.

C. Co-therapist process and outcome evaluation. 5-6 page paper due one week following the date you complete the role play interview in which you serve as co-therapist. Maximum 25 points.

D. Final integrative paper. 3-5 page paper due Monday, April 23rd, 9:00AM. Maximum 11 points.

   a. In addition to the required readings from the Lebow text, a number of additional chapters are contained that exemplify application of evidence-based family intervention in specific problem areas (e.g., sexual dysfunction) or among specific population groups (e.g., families with members in late life). From these chapters, each student will be asked for their 1st, 2nd, and 3rd choices according to their method or practice area concentration or other area of interest. (Every attempt will be made to assign the student’s 1st, 2nd, or 3rd choice.) After reading the chapter, students will write a 3-4 page paper summarizing and critiquing presentation of the phenomenon addressed. This should include:

      i. the way the phenomenon is conceptualized;
      ii. the approach recommended for engaging, assessing, setting goals, contracting, intervening, and evaluating;
      iii. empirical evidence presented as support for applying the model.
      iv. the family intervention model covered in this class that is best reflected in the approach presented, along with explanation of the choice.

Assignment Summary:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>A. Class attendance/participation</td>
<td>39 points maximum possible (3 per class)</td>
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<tr>
<td>B. Plan (paper) for role play interview</td>
<td>25 points maximum possible</td>
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<tr>
<td>C. Interview process and outcome evaluation paper.</td>
<td>25 points maximum possible</td>
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<tr>
<td>D. Final integrative paper</td>
<td>11 points maximum possible</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100 points maximum possible</strong></td>
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*Please note that grades are based on a 100 point system.
Grading

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>100-99</td>
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<tr>
<td>A</td>
<td>95-98</td>
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<tr>
<td>A-</td>
<td>90-94</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>B-</td>
<td>80-83</td>
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<tr>
<td>C+</td>
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<td>C</td>
<td>74-77</td>
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<tr>
<td>C-</td>
<td>70-73</td>
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<tr>
<td>D</td>
<td>60-69 (no credit)</td>
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<td>E</td>
<td>50-59 (no credit)</td>
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<td>F</td>
<td>&lt;50 (no credit)</td>
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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.

With the exception of papers detailing 1) the plan for the co-therapy role play and 2) the process and outcome evaluation, 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 6th Edition.

Policy on Class Absences: In addition to missed content and classroom experience, 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. (Please note the make-up policy under Assignment A.

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Chapter</th>
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| 1/8/2014 | Introduction  
- Introduce the class and class members  
- Creation of co-therapy groups and role play groups  
- Discussion of assigned reading in the Van Hook text - Chapter 1: “The nature and sources of resiliency.”  
- Discussion of assigned reading from: McGoldrick & Hardy - Chapter 1: “Re-visioning family therapy from a multicultural perspective.” |
| 1/15/2014 | Engagement (Review)  
- Van Hook text – Chapter 2: “Setting the stage for work with families: Development of the Therapeutic Alliance”  
Assessment (Review)  
- Van Hook text – Chapter 3: “Assessment of families.”  
*Time is provided for co-therapists and role play family groups to meet. |
| 1/22/2014 | Intergenerational Family Therapy  
Van Hook text – Chapter 11: “Bowen Family Systems Therapy”  
1st role play session³ |
| 1/29/2014 | Structural Family Therapy  
Van Hook – Chapter 7: “Structural Family Therapy”  
2nd role play session |
| 2/5/2014  | Solution-focused family therapy  
Van Hook text – Chapter 8: “Solution-focused family therapy”  
“Solution-focused brief therapy outcome research”  
“Solution-focused brief therapy with families”  
3rd role play session |

³ Nine role plays are based on the current enrollment as the syllabus is printed. Adjustments will be made with any increases or decreases in enrollment before the end of the Drop-Add period.
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>2/12/2014</td>
<td>Narrative family therapy</td>
</tr>
<tr>
<td></td>
<td>Van Hook text – Chapter 9: “Narrative family therapy”</td>
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<td>4th role play</td>
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<td>2/19/2014</td>
<td>Cognitive-behavioral family therapy</td>
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<td>Van Hook text – Chapter 5: “Social learning/Cognitive family counseling”</td>
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<td>5th role play</td>
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<td>2/26/2014</td>
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<td>Van Hook text – Chapter 6: “Psychoeducational family counseling”</td>
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<td></td>
<td>Lebow text – Chapter 8: McFarlane (2005). “Psychoeducational multifamily groups for families with persons with severe mental illness.”</td>
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<tr>
<td>3/5/2014</td>
<td>SPRING BREAK – Class does not meet.</td>
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<td>6th role play</td>
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<td>Date</td>
<td>Chapter/Text</td>
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<tr>
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<td>Van Hook text – Chapter 10: “Multisystems family therapy.”</td>
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<tr>
<td></td>
<td>FINAL CLASS SESSION. COURSE EVALUATIONS</td>
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<tr>
<td>4/16/2014</td>
<td>Work on final integrative papers. CLASS WILL NOT MEET.</td>
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<tr>
<td>4/23/2014</td>
<td>FINAL INTEGRATIVE PAPERS ARE DUE AT 9:00AM.</td>
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