1. 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, 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.

2. 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.

3. 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.

4. 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.

5. Relationship of the Course to Four Curricular Themes

Multiculturalism & Diversity will be addressed by considering the unique characteristics of families composed of various diversity dimensions (e.g., ability, age, class, 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.
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.

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.).

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.

6. 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.

7. Students in Need of Accommodations
If you have a documented disability or condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000. Also, if religious observances conflict with class attendance or due dates for assignments, please notify me so we can discuss appropriate arrangements.

8. A Note on the Learning Environment
While all of us come to this course with various experiences, skill sets and values, it is important that we respect diverse opinions and perspectives. The class is designed as a co-learning environment and one where class members are encouraged to try new skills and take risks. Your contribution as a “teacher and a learner” in the class will enhance the learning for all class members.

9. Statement on Plagiarism and Academic Integrity
All academic dishonesty, including plagiarism, cheating, fabrication, and misrepresentation will be treated seriously and reported to the Assistant Dean’s Office. You will find a discussion of plagiarism and other violations of academic integrity in your Student’s Guide to the Master’s in Social Work Degree Program (http://www.ssw.umich.edu/studentGuide).

10. Writing Assistance
I am happy to proofread any drafts of papers submitted to me up to 5 days before the due date. For further assistance with writing, you may go to the Writing Workshop, 1139 Angell Hall 764-0429; in addition, librarians are able to assist with questions related to research. 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.

11. Technology in the Classroom
Laptops are NOT allowed. I have found that they cause too much distraction and/or distraction temptation, for both user and non-user classmates. If you need to utilize a laptop during class due to a disability or special circumstance, please let me know. Feel free to doodle, knit, use a stress ball, etc. if you listen best while utilizing kinetic energy.

If you must use your cell phone during class time, please make sure the ringer is silenced, and that **ALL phone activity (texting included) takes place outside the classroom.** Texting inside the classroom will result in your class participation grade being lowered.

12. Incompletes and Extensions
Incompletes and extensions are given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course and/or assignment. The student must formally request an incomplete from the instructor prior to the final week of classes, and an extension as soon as the need arises.

Course Assignments, Requirements, and Grading

**Assignment 1 (roleplay) – 30%**
**Assignment 2 (paper) – 30%**
**Assignment 3 (reflective papers) – 30%**
**Class participation – 10%**

Class participation includes attendance, promptness, active participation in large and small-group discussion, respectfulness, and the ability to listen.

If more than one session is missed—whatever the reason—**the final grade will be lowered five points** for each session over one unless the session is made up. To make up a session find out from other students what was covered in the missed sessions and develop a make-up plan to be submitted via email for my approval. The plan should focus on the topic of the missed session, and should involve four or more hours of effort.

Papers are due at the beginning of class on the “due date,” will be marked down 5% for every day late, and must meet all academic standards for ethical documentation. If you are unhappy with your grade, you can turn in a rewrite of Assignments 1& 2 no later than one week after they are returned to you. Your rewrite should be turned in with all changes highlighted AND with a copy of the old paper. The two grades will then be averaged for a final grade.

The following criteria will be taken into account when papers are graded:

- Systematic and logical presentation of arguments;
- Appropriate use of evidence;
- Familiarity with and appropriate use of relevant literature and concepts;
- Clarity and coherence of presentation;
- Originality and creativity;
• Conformity with the requirements of the assignment

Grading Scale:
A+ = 100 points; A = 94-99 points; A- = 90-93 points; B+ = 87-89 points; B = 84-86; B- = 80-83 points;
C+ = 77-79; C = 74-76 points; C- = 70-73 points; D = 64-69; D- = 60-63; F = 59 and below.

Course Readings

1. One book will be required for this course:


Referred to as “TEXT” in the syllabus. It may be purchased at Ulrich’s, online, and is available on reserve at the Undergraduate Library.

2. All other readings are available on CTools, under the “Resources” section.

3. Other texts that would be beneficial to have on your bookshelf if you will be conducting family therapy regularly:


Graded Work

Assignment 1 - Roleplays

Each class member will be responsible for either playing a “Family Member” or a “Therapist” in one of 5 role-plays (of family therapy sessions) throughout the semester. Each class member will also be responsible for a reflective paper after it is over. Each role play will be done in the Clinical Suite (in the School of Social Work) and will consist of a 45 minute session during which 1 or 2 therapists will meet with the family utilizing a specific model of Family Therapy. The Therapist(s) will get feedback from the class mid-way through the session, and then continue with the session, making use of the input from the class. Here is a tentative role-play schedule:

June 9 – Structural Family Therapy
June 16 – Strategic Family Therapy
June 23 – Narrative Therapy
June 30 – Solution-Focused Therapy
July 7 – Couples Therapy

In preparation for the weekly role plays, roles will be chosen in the second class session, consisting of 2 co-therapists and a small group of 3 participants. Each small group of 3 should form itself into a role play family. Each Therapist will be utilizing a specific Family therapy model.

For the groups of 3: Be creative in forming the family. There are a number of possible family forms. **Diversity in family forms is strongly encouraged.** Each role-play family should develop a scenario that will be acted out in the family role-play situation. In developing role-play scenarios, please pay attention to the statements in this syllabus regarding Course Content and Objectives, and the Relationship of the Course to the curricular themes having to do with multiculturalism, diversity, and social justice.

In preparation for these role-plays, “family members” and “therapists” are responsible for some preparatory work. The preparatory work is as follows:

I. **Family Members** will be responsible for the following:
   a. A genogram (worked on by the family group) detailing 3 generations of family history – with attention to culture and ethnicity. A chapter on genograms is in the readings for next week.
   b. Two structural family maps which:
      1) detail a time when your family is stressed; and
      2) a time when your family is not stressed.
      I will speak about “family maps” next week.
   c. A summary (1 paragraph) of the “presenting problem” from your perspective. Include your understanding of the history of the problem and of the part each family member plays in the problem. If you are a “child” in the family, pretend you have explained your perspective to a loving adult, who translates it for you into this 1-paragraph summary.
      **THIS WILL BE READ TO THE CLASS BEFORE THE ROLEPLAY BEGINS**

II. **Therapists** will be responsible for the following:
   a. A summary (1 page) detailing the key points of the particular model of Family Therapy that you will be utilizing.

NONE OF THIS NEEDS TO BE TURNED IN FOR A GRADE – THIS IS MEANT TO HELP WITH YOUR OWN PREPARATION. PLEASE COME TO CLASS ON JUNE 2 PREPARED TO INFORMALLY DISCUSS WITH ME YOUR PREPARATION.

Due one week after the roleplay is presented:

III. **Therapist and Family Members** (after the actual role-play) should create a 3-4 page reflection paper detailing your PERSONAL responses to the process of either being a family member or therapist in the context of a family therapy session. Please be specific (short description) about actual experiences in the process of either developing or enacting the session and then reflect on these experiences in light of the themes of this class. Please incorporate issues of culture, class, ethnicity, gender and/or sexual orientation into this paper. You should also incorporate 3-5 references to the Course Readings in the paper. May be submitted either as a hard copy or in the DropBox on CTools.

**Grading for Assignment 1**
(20% of the total Course Grade)
30% - are there specific “process” experiences incorporated into the paper?
30% - are these experiences specifically related to course concepts
30% - did the paper intelligently incorporate a discussion of ethnicity, culture, race, etc...
10% - grammatically correct, clear and organized

Assignment 2 - Family of Origin Paper
Due: June 16 at 1pm

Draw a genogram of your own family (or the family of a client with whom you are working). The genogram should focus on at least three generations (including yours, your parents and their parents, your children, if applicable, and even more if you have the information). Use McGoldrick’s chapter (CTools) on Genograms as your guide for the mechanics of drawing the genogram. You will most likely need to contact family members of your own family (or your client’s) to obtain the necessary data. Include significant dates, illnesses, occupations, striking character traits (i.e. gentle, moody, intelligent) and other significant patterns (i.e. occupations, religions, prevalence of divorces, religious affiliations, illnesses, substance abuse problems) on the genogram. You may want to use different colored pencils to illustrate alliances, coalitions, cut-offs, and triangles. The genogram must be on an 8 ½ by 11 sheet and carefully drawn.

Write a 7-9 page paper. This paper should identify and articulate major three-generational themes and patterns. Triangles, coalitions, alliances, and cut-offs should be explicated and analyzed. Gender, ethnic, class influences should be addressed. You should also incorporate a theoretical discussion of these cultural themes based on knowledge gained from your readings. When discussing theory, please reference accordingly. The McGoldrick text is a particularly good source to utilize in developing a theoretical perspective on the cultural themes you are exploring in your papers. You may want to speculate about your role (or your client’s) role in the family system. Please discuss sibling order, if applicable. Bowenian theory should be incorporated into your analysis, and you should give three examples of how you imagine Murray Bowen might have intervened with this family.

Please submit a hard copy of this paper.

Grading
20% - is genogram readable, and does it describe 3 generations of family history clearly?
35% - does paper demonstrate an understanding of Bowenian theory?
35% - does paper incorporate a discussion of culture that is grounded in the Readings?
10% - grammatically correct, well-organized?

Assignment 3 - Family Outings and Reflection Papers
Due July 29 at 1pm
Throughout the semester, you will go on three “outings” in your assigned families, and write brief reflection papers on your experiences and how they may relate to your work with families. Class time will be allotted for these activities. Papers are expected to be 3-4 pages in length, and informally written. Specific details for this assignment will be provided in class next week (May 19).
Course Outline

1. May 12, 2014
Introduction to Course
Clinical focus: Overview of Field of Family Practice
Special Topic: Joining with families/Building rapport


2. May 19, 2014
Clinical focus: Family Assessment
Special topic: Stages of family life cycles, changing patterns


Optional

* May 26, 2014 – Memorial Day, no class

3. June 2, 2014
Clinical focus: Trangenerational/Bowenian Models of Family Therapy
Special topic: Class
Check in with Family and Therapist’s prep work for role plays


TEXT: Chapter 17. Walsh, F. *Family resilience: Strengths forged through adversity*.

Optional

4. June 9, 2013
Clinical focus: Structural Family Therapy
Special topic: Race and Ethnicity
*Structural Family Therapy Role Play*


Chapter 8: About multiraciality: The participants in context.
Chapter 9: Multiraciality across the life span.

TEXT: Chapter 12. Boyd-Franklin, N. & Karger, M. *Intersections of race, class, and poverty; Challenges and resilience in African American families*.

Optional

5. June 16, 2014
Clinical focus: Strategic Family Therapy
Special topic: Children and Adolescents
*Strategic Family Therapy Role Play*
Assignment 2 due


Chapter 7: Working with Families and Children. In Patterson, J., Williams, L., Edwards, T.M.,


Clinical focus: Narrative Therapy
Special topic: GLBTQ issues
Narrative Therapy Role Play

O’Hanlon, “The Third Wave” pp. 19-26, 28-29
Epston, “Extending the Conversation”, pp. 31-37, 62-63
Nylund & Thomas, “The Economics of Narrative”, pp. 38-39
Wylie, “Panning for Gold”, pp. 40, 42-48
Treadway, “Miniature Roses”, pp. 50-56, 64.


TEXT: Chapter 8. Green, R-J. Gay and lesbian family life: Risk, resilience, and rising expectations.

7. June 30, 2014
Clinical focus: Solution-Focused Therapy
Special topic: Spirituality
Adoption
Solution-Focused Therapy Role Play


TEXT: Chapter 15. Walsh, F. The spiritual dimension of family life.

8. July 7, 2014
Clinical focus: Couples Therapy
Special topic: Divorce, effects of, co-parenting
Couples Therapy Role-Play

  Chapter 1 – Inside the Seattle Love Lab: The Truth about Happy Marriages
  Chapter 2 – How I Predict Divorce


Optional


Clinical focus: Experiential Family Therapy/Satir/Psychodrama
Special topic: Military Families
  Extended family involvement/Kinship networks


Clinical focus: Cognitive-Behavioral Therapy
Special topic: Domestic violence
  Health issues, mental and physical
*Cognitive-Behavioral Therapy Role Play*

Goldenberg & Goldenberg (2000): *Chapter 12: Cognitive –Behavioral Models*


Clinical focus: Multisystems Practice
   Mindfulness and Acceptance Family Therapy
Special topic: Therapist Self-Care
Assignment 3 due
Class partay!


Ch. 8: Endings
Ch. 16: Staying Sane – Survival Tips for Therapists

D.R. Gehart, *Mindfulness and Acceptance in Couple and Family Therapy*. 