



COURSE TITLE:	Interpersonal Practice With Families
TERM:	Fall, 2014
CLASS NUMBER:	22040
COURSE NUMBER:	SW 623 Section: 004
CREDIT HOURS:	3
PREREQUISITES:	SW521: Interpersonal Practice
METHODS TYPE:	Advanced IP methods course
TIME:	Fridays, 2PM – 5PM
CLASSROOM:	B798
INSTRUCTOR:	
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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). It 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 includes mini-lectures, demonstrations, assigned theoretical and practice reading, and discussion; exposure to the actual experiences of families, through such media as case materials, videotapes, and client personal descriptions; and role-playing as social worker, observer, and family member.

Theme in 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 in 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 in 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 in 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 Social Work 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.

Required Texts:

Kilpatrick, A.C. & Holland, T. P. (2009). *Working with Families: An Integrative Model by Level of Functioning* (5th Edition). Boston: Allyn & Bacon. ISBN-10: 0205673929

McGoldrick, M., & Hardy, K. V. (Eds.). (2008). *Re-Visioning Family Therapy: Race, Culture, and Gender in Clinical Practice* (Second Edition). New York: The Guilford Press. ISBN-10: 1593854277

COURSE ASSIGNMENTS:

A. Brief Assignments. There are three brief (one to three page) reports due during the term. These reports will be graded on a pass/fail basis. A grade of "pass" will be converted to an "A" for computation of the final grade. [10% of total course grade for completion of all three].

1) Tools for Family Therapy - video. View the video “Tools and Techniques for Family Therapy” by John Edwards. Search online for Counseling and Therapy in Video (Alexander Street Press) from the UM web page. In 2-4 pages summarize the major lessons you learned. Include a brief transcript of a segment [7-8 therapist-client exchanges] from the intervention with the family that you think is especially effective. [Due September 20]

2) a) Revisioning Family Therapy – chapter summary. Summarize a chapter in McGoldrick and Hardy that is NOT in syllabus. As in your summary for your in-class presentation, write a 4-5 page double-spaced paper addressing the following questions: What are the salient concepts and points addressed in the chapter? What are the implications for social work practice with families according to our focus on Privilege, Oppression, Diversity, Social Justice (PODS)? What assets do you bring as a graduate student to the work addressed in the chapter? What challenges confront you with regard to the work addressed in the chapter? What areas of potential controversy are introduced, if any? [Due October 4]

OR

b) Family Therapy Video

View a family therapy video of a method you are interested in learning more about. In 2-4 pages summarize the major lessons you learned. Include a brief transcript of a segment [7-8 therapist-client exchanges] from the intervention with the family that you think is especially effective. Explain why. [Due October 4]

3) Engagement Role-Play. Conduct a 10 minute role-play of your work with a “family” showing how you would engage them in the first session. Audio or video record the session. Use a case from our readings or another case. A work-place or field placement case can be used, but details about the family need to be disguised to protect confidentiality. Obtain feedback from “family” members after the role-play. Review the audio or video recording. Transcribe approximately 10 interchanges between you and the family (20 statements) and include as an appendix to the summary paper. In 3-4 pages, summarize the feedback from family members and discuss what you think you did effectively and what you might change to make the interview more effective. [Due October 18]

B. Discussion and Summary of “Revisioning” Reading. You will co-lead a brief class presentation and discussion on one of the chapters from the McGoldrick & Hardy text and write a brief paper about it. The paper should be 4-5 pages double-spaced and should address the following questions: What are the salient concepts and points addressed in the chapter? What are the implications for social work practice with families according to our focus on Privilege, Oppression, Diversity, Social Justice (PODS), the four School of Social Work curricular themes and social work values? What assets do you bring as a graduate student to the work addressed in the chapter? What challenges

confront you with regard to the work addressed in the chapter? What areas of potential controversy are introduced, if any?

The paper should be written independently although you and your co-leader should collaborate in planning the class presentation and discussion. The paper should be accompanied by Power Point slides or an outline of the portion of the in-class presentation you will be responsible for. Although the time will be limited (30 minutes), innovative methods such as questions prepared in advance for small group discussion, YouTube clips, or other excerpts from the web are desirable. [Due: The paper is due on 9AM on the day you are scheduled to lead the class discussion; 10% of grade].

C. Assessment Paper. This paper needs to be 10-13 pages in length, double-spaced. If possible, use a case from your field placement or place of employment. As an alternative, use your own family (nuclear or family of origin) or a video tape with extensive family dialogue. A list of suggested video tapes is on Ctools. Please feel free to use other videos of family dynamics. If you use your own family, disclose no more than you feel comfortable disclosing, mark the paper "confidential" and hand to me in an envelope. Please use the following headings in your paper.

1) Background. Describe the demographic information on the family, presenting problem, and manner of referral to agency (if applicable). For most videos, you will have to invent this part.

2) Societal and Historical Forces. What societal forces affect or may be affecting the family, including race, ethnic, gender, and class variables? The forces of racism, ethnocentrism, sexism, heterosexism, and classism, etc. may be acting on the family from outside, or there are lingering effects of past oppression. These forces may also be internalized by family members and can explain their behavior toward one another.

3) Larger System Involvement. What is the relationship of family members with other systems, for example, work, school, friends, agencies, etc.? What intensity and type of energy flows between the family and its individual members and outside systems? Include an eco-map for illustration.

4) Generational History. What characteristics of previous generations of this family might affect current functioning? What patterns and myths are passed down, knowingly or unknowingly. Include a genogram for illustration.

5) Power Dynamics. What is the power structure within the family? Pay particular attention to gender and parent-child differences in power.

6) Communication Patterns. What are the communication patterns, for example, recurring binds and nonverbal communication, conflict styles, problem solving methods? Include a brief family conversation and assess the interaction shown in the conversation.

7) Other Findings. Include other findings, for example, evidence of family cohesion, rigidity, informal roles, overt or covert rules, rituals, etc.

8) Hypotheses. What do you think are the causes of problems in the family? What theories of family functioning can be applied? What do the hypotheses imply about the type of intervention needed?

9) Addressing Reluctance/Resistance to Engage. How did you or how would you propose to overcome any reluctance/resistance to help-seeking or to change?

10) Summary of Assessment. Summarize your assessment. [Due 11-8-13; 40% of grade]

D. Intervention Paper. This paper needs be 10-13 pages in length, double-spaced. You may base the intervention paper on the same family you used in the Assessment Paper or you may choose another family from your field placement, past work, a video, or your own family. If you choose your own family, please seal the paper in an envelope.

1) Interview. Set up a role-play with two or more colleagues, acquaintances or classmates who be the “family”. Under some circumstances, an actual family in your field placement can be used. Try to avoid role-playing with people you know well. The family dynamics might best be constructed by the “family members” with some input from you about the presenting problem. You or they can choose from real situations (work, practicum, etc.) or from any of the class readings or videos.

For beginning level students, role-play an initial session in which you attempt to: 1) validate family members’ perceptions and feelings about the presenting problem; 2) assess their perceptions of the process; 3) clarify your role; 4) engage all family members in the process; 5) acknowledge any worker-client differences; 6) if relevant, state your willingness to learn from the clients about their identities with which you are unfamiliar. For students with more experience, you may want to choose to role-play a session in the middle of the process and/or to focus on different skills.

Role-play for at least 20 minutes during which you audio or video record the session. Transcribe five minutes of the recording that you want me to review and provide you with specific feedback. Add the transcript to your paper. [Do not turn in the actual recording to me].

2) Self-Assessment. In reviewing the recording, discuss your responses to these questions in the paper: 1) What were the strengths that you exhibited with your skills in the session? 2) What specific areas do you believe you need to work on? 3) What were the strengths of the family or family members? 4) Were you aware of applying any particular theoretical methods and, if so, which ones? In answering these questions you can make comments within the transcript.

3) Evaluation of Progress. What methods did you use or would you propose to use to evaluate the progress of treatment (e.g., coding of communications, a measure of cohesion, reports from significant others, etc.?) [Due: 12-11-13; 40% of grade]

STUDENTS WITH DISABILITIES

Any student who feels that he/she may need an accommodation for any sort of disability (learning, physical, emotional) in order to complete course requirements, please contact me if you would like to discuss privately possible accommodations.

SELF CARE

Regardless of whether you have experienced major traumas, readings, class discussions, videos, lectures, and assignments may precipitate distress, anxiety, a sense of

helplessness, or other reactions. While these reactions are natural, they may interfere with your personal and academic life. If you experience a persistent and increasing sense of distress, it is important to seek assistance. The School's Office of Student Services and the UM's Counseling and Psychological Services (764-8312) can assist you. The instructor can also assist you in locating resources you may need. (Adapted from syllabus of Professor M. Yoshihama)

ACADEMIC HONESTY

Please consult the Student Guide <http://www.ssw.umich.edu/studentGuide/> [Student Code of Academic and Professional Conduct] to make sure you are not committing plagiarism in your written reports. The ideas of others must be cited correctly and direct quotes must be shown with quotation marks and cited correctly. Plagiarism can be grounds for expulsion from the School. A useful web resource on academic integrity can be found at: <http://www.lib.umich.edu/acadintegrity/>

CLASS ATTENDANCE AND PARTICIPATION

Participation in class discussions is strongly encouraged but will not be graded, in part because there are cultural and personality differences that affect participation. Attendance is expected at each class and is extremely important because the experiential learning and discussions that occur in class cannot easily be replicated outside of the classroom. If you miss between 1-3 classes for any reason, extra assignments will be given so that you will be able to learn the material you missed. You will need to complete these assignments within three weeks of receiving the assignment. If you know in advance that you will miss class, please ask a classmate or the instructor to audio record the class, share notes, and collect handouts for you. If you miss four or more classes (31% or more of all class sessions) you will need to meet with the instructor to discuss options, including withdrawal from the class, more extensive make up assignments, or lowering the final grade (a half grade point for each class missed beyond two missed classes).

CELL PHONES AND LAPTOPS

Please use your laptop in class only for note-taking. Please turn your cell phones off unless your place of employment, internship, children or other circumstance require you to be available for contact by cell-phone.

COURSE OUTLINE:

Unit I. Context of Family Practice

Class 1: 9/5/2014

Overview of the course
Stages of the family life cycle and types of stressors

Class 2: 9/12/2014

Levels of need
Ecological and multicultural perspectives

Required reading for today:

Kilpatrick & Holland: Chapt. 1: "Levels of family need"

Kilpatrick & Holland, Chapt. 2: "An ecological systems social constructionism approach to family practice".

Kilpatrick & Holland, Chapt. 3: "Contexts of helping: Commonalities and human diversities"

McGoldrick & Hardy, Chapt 1: "Introduction: Re-Visioning Family Therapy from a Multicultural Perspective"

Recommended reading for today:

Davis, L.E. & Proctor, E.K. (1989). Race and family treatment, Chapt 3, Race, gender, & class. Englewood Cliffs, NJ: Prentice-Hall.

McGoldrick, M. & Rohrbaugh, M. (1987). Researching ethnic family stereotypes. Family Process, 26, 89-98.

Class 3: 9/19/2014

Family adaptations to oppression
Intervening with neglectful families

Required reading for today:

Kilpatrick and Holland, Chapt. 13: "The family in the community"

Kilpatrick and Holland, Chapt. 5: "Interventions with level I neglectful families"

McGoldrick and Hardy: Chapt. 4. Social Class: Implications for Family Therapy, Tracey A. Laszloffy; Chapt. 7. Understanding Families in the Context of Cultural

Adaptations to Oppression, Vanessa McAdams-Mahmoud

Recommended readings:

McGoldrick, M. (1989). Women through the family life cycle. In McGoldrick et al. (Eds.) Women in families. New York: W.W. Norton.

Davis, L.E. & Proctor, E.K. (1989). Gender and family treatment, Chapt 8, Race, gender, & class. Englewood Cliffs, NJ: Prentice-Hall.

Class 4: 9/26/2014

Ethical and spiritual issues
Family case management

Required reading for today:

Kilpatrick and Holland, Chapt. 4: "Ethically informed and spiritually sensitive practice"

Kilpatrick and Holland, Chapt.6 “A family case management approach for Level I needs”

Recommended readings:

Dienhart, A. & Avis, J.M. (1991). Men in therapy: Exploring feminist-informed alternatives. In M. Bograd (Ed.), Feminist approaches for men in family therapy. Binghampton, NY: Haworth Press.

Luepnitz, D.A. (1988). A critique of the cybernetic epistemology of Gregory Bateson. In Luepnitz, The family interpreted.

Unit II. Beginnings and Assessment

Class 5: 10/3/2014

Beginning stages with the family

Required reading for today:

Barker, P. (2007), Chaps. 5, 6, and 7: “Assessing families”, “Practical aspects of the assessment of families,” and “Establishing treatment goals.”

McGoldrick & Hardy, Chapt. 6. “Race, Reality, and Relationships: Implications for the Re-Visioning of Family Therapy”, Kenneth Hardy.

Class 6: 10/10/2014

Historical assessment

Required readings for today:

McGoldrick (1999), Chapt 2., Genograms: Assessment and intervention.

McGoldrick & Hardy, Chapt. 9. “Black Genealogy Revisited: Restorying an African American Family”, Elaine Pinderhughes

McGoldrick and Hardy: Chapt. 21 “White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women's Studies”, Peggy McIntosh

Recommended reading:

Lewis, K.G. (1991). Treating the absent man: Is it possible? Is it ethical? In M. Bograd (Ed.), Feminist approaches for men in family therapy. Binghampton, NY: Haworth.

Bograd, M. (1988). Scapegoating mothers: Conceptual errors in systems formulations. In Mirkin (Ed.), The social and political contexts of family therapy.

Holman, A.M. (1984). Family assessment: Tools for understanding and intervention. Beverly Hills, CA: Sage.

Bornstein, P.H. & Bornstein, M.T. (1986). Assessment of marital interaction, Chapt. 3 in Marital Therapy: A Behavioral-Communications Approach.

Unit III: Specific Models of Intervention

Class 7: 10/17/2014

Structural family interventions
Unpacking white, male privilege

Required reading for today:

Kilpatrick and Holland, Chapt. 7 “Structural family interventions” and Chapt. 8 “Social learning family interventions

McGoldrick and Hardy: Chapt. 8, “Finding a Place Called "Home," Monica McGoldrick

Recommended readings:

Inclan, J. & Ferran, E. (1988). Poverty, politics, and family therapy. In Mirkin (Ed.), The social and political contexts of family therapy.

Hartman, A. & Laird, J., Chapt. 8: "The family in space: Ecological assessment";

Class 8: 10/24/2014

Solution-focused family interventions
Biracial identity

Required reading for today:

Kilpatrick and Holland, Chapt. 9 “Solution-focused family interventions”

Chapt. 19, “Biracial Legitimacy: Embracing Marginality”, MaryAnna Domokos-Cheng Ham

Recommended reading:

Aponte, H.J. (1986). If I don't get simple, I cry. Family Process, 25, 531-547.

Class 9: 10/31/2014

Family systems theory
Working with immigrant families
Understanding Latinas in U.S.

Required readings for today:

Kilpatrick and Holland, Chapt. 10 “Family systems theory”

McGoldrick and Hardy: Chapt. 23, “Latinas in the United States: Bridging Two Worlds”, Nydia Garcia Preto and Chapt. 27, “Working with Immigrant and Refugee Families”, Marsha Pravder Mirkin and Hugo Kamya

Recommended Reading:

Snider, F.L. (1988). Holocaust trauma and imagery: The systematic transmission into the second generation. In Mirkin (Ed.), The social and political contexts of family therapy.

Rice, D.G. & Rice, J.K. (1986). Separation and divorce therapy. In Jacobson & Gurman (Eds.), Clinical handbook of marital therapy.

Brown, F.H. (1988). The postdivorce family. In Carter & McGoldrick (Eds.), The changing family life cycle.

Class 10 11/7/2014

Narrative approaches
Infusing hope

Required reading for today:

Kilpatrick and Holland, Chapt. 11: "Narrative family interventions"
McGoldrick and Hardy, Chapt. 31, “Climbing Up the Rough Side of the Mountain: Hope, Culture, and Therapy”, Paulette Moore Hines and Chapt. 34, “Coyote Returns: A Reconciliation between History and Hope”, Robin LaDue

Recommended reading:

Miller, D. (1988). Women in pain: Substance abuse/self-medication. In Mirkin (Ed.), The social and political contexts of family therapy.

Miner, J.H. (1988). Aging, poverty, and the family. In Mirkin (Ed.), The social and political contexts of family therapy.

Class 11 11/14/2014

Object relations approaches
Gay/lesbian/bisexual couples counseling

Required reading today:

Kilpatrick and Holland, Chapt. 12: “Object relations family interventions”
McGoldrick and Hardy, Chapt. 25, “Working with LGBT Families”, Elijah C. Nealy and Chapt. 26, “Gay and Lesbian Couples: Successful Coping with Minority Stress”, Robert-Jay Green

Recommended reading:

Jacobson, N.S. & Holtzworth-Munroe, A. (1986). Marital therapy: A social learning-cognitive perspective. In N.S. Jacobson & A.S. Gurman (Eds.), Clinical handbook of marital therapy. New York: Guilford.

Bornstein, P.H. & Bornstein, M.T. (1986). Increasing couples' communication (Chapt. 5). In Marital therapy: A behavioral-communications approach.
Woods, L.J. (1988). Home-based family therapy. Social Work, 33, 211-214.

Class 12 11/21/2014

Work with mixed-race families and undoing racism

Required readings for today:

McGoldrick and Hardy, Chapt. 24, "Therapy with Mixed-Race Families", Tracey A. Laszloffy and Chapt. 20, "The Dynamics of a Pro-Racist Ideology: Implications for Family Therapists", Kenneth V. Hardy and Tracey A. Laszloffy

Recommended reading:

Goodrich, T.J., Ellman, B., Rampage, C. & Halstead, K. (1988). The lesbian couple. In Mirkin (Ed.), The social and political contexts of family therapy.

Landau-Stanton, J. (1988). Issues and methods of treatment for families in cultural transition. In Mirkin (Ed.), The social and political contexts of family therapy.

11/28/2014 Thanksgiving Holiday – No Class

Class 13 12/5/2014

Trauma in racially oppressed groups

Required reading for today:

McGoldrick and Hardy, Chapt. 29, "Working with African Americans and Trauma: Lessons for Clinicians from Hurricane Katrina", Nancy Boyd-Franklin and Chapt. 16, "Transforming a Racist Legacy", John J. Lawless

Recommended reading:

Guerney, B., Brock, G. & Coufal, J. (1986). Integrating marital therapy and enrichment: The relationship enhancement approach. In Jacobson & Gurman (Eds.), Clinical handbook of marital therapy.

Beck, A. (1988). Changing your own distortions, Chapt. 13, Love is never enough. NY: Harper & Row.

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