



Social Work 623, Section 001
Interpersonal Practice with Families
Fall 2016
Room B798

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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:

The course design will 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 worker and as family member.

Theme Relation to Multiculturalism & Diversity:

will be addressed by considering the unique characteristics of families of composed of various diversity dimensions (e.g., ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation), and by tailoring engagement, assessment, goal setting, planning, and intervention to these characteristics. Assessment procedures will focus on strengths rather than deficits in family functioning.

Theme Relation to Social Justice:	will be addressed through a multi-systems perspective in which students will view the family as a system within, and affected by, a larger social structure. Family assessment will consider the impact of poverty and discrimination based on various diversity dimensions and other factors in causing or maintaining family problems. Traditional solutions to family problems will be analyzed for their potential to maintain oppression and disempowerment. Empowerment models of practice will be stressed, including the involvement of natural helping networks and teaching advocacy skills to families.
Theme Relation to Promotion, Prevention, Treatment & Rehabilitation:	will be addressed by identifying the family functions and processes which are useful for the successful development of its members. Prevention programs will be described that are designed to help the general population and at-risk families to avert problems before they develop (e.g. marital enhancement, parent education, premarital counseling, parent-school linkages, etc.).
Theme Relation to Behavioral and Social Science Research:	will be addressed by discussing the relationship of theoretical and empirical knowledge to family practice, by describing the theoretical frameworks within which practice methods may be carried out, and by identifying and critiquing the techniques and outcomes of evaluation which have been used with each practice method.
Relationship to SW Ethics and Values:	Ethical dilemmas unique to family work will be presented, such as balancing individual and family goals, contracts regarding confidentiality and record-keeping, and addressing oppressive family structures. Presentation of value conflicts that exist toward families in society will be used to raise the students' awareness of personal and professional values.

Safety & Emergency Preparedness

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB(7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAcompliance@umich.edu.

Office of Student Services
School of Social Work | Room 1748
[734-936-0961](tel:734-936-0961)

For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>.

Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/>.

REQUIRED TEXT

McGoldrick, Preto and Carter. (2016). The expanded family life cycle (5th ed.). Boston: Allyn & Bacon.

Wordon, M. (2003). Family therapy basics (3rd ed.). Pacific Grove: Brooks/Cole.

Additional Required Readings are listed in the course outline and may be accessed via Canvas.

COURSE ASSIGNMENTS

Progress in the course will be assessed with one paper, one interview tape with accompanying paper, reading journals and several brief reports of exercises. Assignments are due in class or online, any extensions need professor approval. Late papers will be subjected to grade reduction.

The paper must be 8-10 pages in length, typed and double-spaced. Use the writing and reference style of the American Psychological Association. Make appropriate reference to at least four of the required, suggested, or other readings. Special attention should be paid to methods of avoiding plagiarism, as described in your student manual. Outlines and more specific information will be provided for both the paper and the interview tape.

Paper (Due: October 19)

Assessment of Family Functioning (40 % of the grade). Included should be an assessment of a family (hopefully one you are seeing but can be your own or one from a movie) including current societal conditions, and ethnic, gender and class variables that may be affecting the family. A genogram will also be part of the assignment.

Video tape (Due: December 7)

An intervention interview with a role-play family (40% of the grade). Included will be a written description of the hypothesis used, the intervention plan (including the style of therapy

used), and a self-assessment of the treatment process (including a look at person of the therapist issues).

Class Assignments

There will be several brief reports or exercises throughout the term regarding observations and reactions to exercises in class. Additionally there will be three reading assignments due by the end of the semester. Most of these will be on a pass/fail basis with the grade of pass converted to an A for computation of the final grade (20% of the grade).

Participation and Attendance

There is the expectation that attendance will be regular and on time and that there will be no more than two absences. More than two absences will result in a grade reduction. Participation in class is also expected including participation in role plays. If there are any problems with these expectations, please contact me. If you are sick or unable to attend please contact me by email or text and I will help you make up the work. Additionally, if you have any special needs, please let me know and they will be met in a timely manner. As I am not on campus, please call or email me and we can meet at a mutually agreeable time and place.

COURSE OUTLINE AND READINGS

September 7: Introductions & Overview

September 14: Family Assessment

Required Readings:

McGoldrick, et al: Chaps 1,8,9,28 (2, 9, 10, 28) (2, 3, 9, 12)

Worden: Chap. 1

(1998). From hedgehog to fox. Family Therapy Networker, (March/April).

(2003). Advice to a young therapist. Psychotherapy Networker (Sept./Oct.)

(2013) The therapist's most important tool. Psychotherapy Networker (Sept/Oct)

September 21: Beginning Therapy

Required Readings:

Worden: Chaps. 2, 3, 4, 5

(2000). My Most Challenging Case, FamilyTherapy Networker
(Nov./Dec.) (5 articles)

(2010) Brain to Brain: The Therapist as Neurobiological Regulator, Psychotherapy Networker, (Jan)

Recommended Reading:

Minuchin, S., & Fishman, C. Family therapy techniques, Chaps. 3, 4.

September 21: Models of Family Therapy

Required Readings:

Nichols, M., & Schwartz, R. Family therapy: Concepts and methods, 4th Edition, Chaps. 5, 12

Munichin, S. Family Therapy Techniques, Chap. 7, 8

Worden: Chap. 6

(2001) No Contest. Psychotherapy Networker (Sept./Oct.)

Bitter, James, Theory and Practice of Family Therapy and Counseling, Chap. 10, 13

Dattilio, F. (2001, March). Cognitive-Behavior Family Therapy: Contemporary Myths and Misconceptions. *Contemporary Family Therapy: An International Journal*, 23(1), 3-18

October 5: Feminist Perspective and Gender Issues and Impact of Trauma

Required Readings:

McGoldrick, et.al: Chaps 2,3,6,7,(3, 4, 7, 8)(6, 7).

(2016) The Great Escape,
The Transgender Journey, Psychotherapy Networker
(March/April)

Goldberg, A., & Allen, K. (2007, May). Imagining Men: Lesbian Mothers' Perceptions of Male Involvement During the Transition to Parenthood. *Journal of Marriage & Family*, 69(2), 352-365.

Goldberg, A. (2007, January). Talking About Family: Disclosure Practices of Adults Raised by Lesbian, Gay, and Bisexual Parents. *Journal of Family Issues*, 28(1), 100-131.

(2014) Treating Trauma: What are we Missing? (three articles).
Psychotherapy Networker (May/June)

October 12: Ethnicity and Class Issues

Required Readings:

McGoldrick et.al: Chaps 4,5 (5, 6) (4, 5, 19).

McGoldrick, Giordano, & Pearce. Ethnicity and family therapy (2nd ed.).
 Read about your own ethnicity and one other group which interests
 you—there will be a short presentation in class.

(2015) The View From Black America
 Black Unlike Me, Psychotherapy Networker,
 (Nov/Dec)

(1999). Confronting the Secret. Family Therapy Networker (Sept./Oct.)

Movie – Dark Secrets

Recommended Readings:

Carter & McGoldnick: Chaps. 12 (22) (8, 10)

Beverly Tatum, Why Do All the Black Kids Sit Together in the Cafeteria?

Mary Pipher, The Middle of Everywhere

October 19: Couples Therapy

PAPER DUE

Required Readings:

McGoldrick et al: Chap. 14 (13) (14)

(1997). Grown Up Love, FT Newtworker (Sept/Oct)

(2015) Lesson from the Love Lab, Psychotherapy Networker, (Nov/Dec)

(2006). Couples Adrift (3 articles), Psychotherapy Networker (Sept/Oct.)

(2010). After the Storm, Psychotherapy Networker (July/Aug)

(2011) Couples Therapy. Psychotherapy Networker (Nov/Dec)

(2012)Who's Afraid of Couples Therapy (four articles), Psychotherapy Networker (Nov/Dec)

October 26: Family Therapy with Young Children

Required Readings:

McGoldrick et al: Chap. 15 (14) (15)

(2016). It Takes a Tribe, Psychotherapy Networker, (Mar/Apr)

Family Therapy Networker,

Sept/Oct 2000 "Makeup Schools work

March/ April 2011 "The Verdict is In"

Jan/Feb 2013 "Taming the Wild Things"

Lund, L., Zimmerman, T., & Haddock, S. (2002, October). The Theory , Structure and Techniques for the Inclusion of Children in Family Therapy: A Literature Review. *Journal of Marital & Family Therapy*, 28(4), 435-454.

Dumont, R. (2008, August). Drawing a family map: an experiential tool for engaging children in family therapy. *Journal of Family Therapy*, 30(3), 247-259.

Sisk, Jennifer. Strangers in a Social World: Asperger Syndrome and Bullying. Social Work Today, v.6. no. 6, Nov/Dec 2006, 18-22.

Movie: Boyhood

Recommended Reading:

(1999) "Running on Ritalin" Family Networker (May/ June)

November 2: Family Therapy with Adolescents

Required Readings:

Carter & McGoldrick: Chap. 16 (15) (16)

Family Therapy Networker,

July/Aug 2000, "Four Most Common Mistakes in Treating Teens"

May/June 2001, "The Wall of Silence"

July/Aug 2016, "OCD is a Family Affair"

Lock, J., & Fitzpatrick, K. (2007). Evidenced-based treatments for children and adolescents with eating disorders: family therapy and family-facilitated cognitive-behavioral therapy. *Journal of Contemporary Psychotherapy*, 37(3), 145-155.

Ewing, Diamond & Levvy (2015). Attachment-based family therapy for depressed and suicidal adolescents: theory, clinical model and empirical support. *Attachment and Humand Development*, 17, 136-156.

Movie – Bully

Recommended Reading:

Siegel, Daniel, Brainstorm,

November 9: Launching Children and Individual Issues

Required Readings:

Carter & McGoldrick: Chaps.13, 17(16, 11) (17, 13)

(1998) “Healing the Family’s Oldest Rifts” FT Networker (July/Aug.)

November 16: Later Life and Aging

Required Readings:

Carter & McGoldrick: Chaps. 18, 19 () (11, 18)

Family Therapy Networker,

July/Aug 1998 “Old is Not a Dirty Work”

Sept/Oct 2007 “Refeathering the Nest”

“Caring for the Caregiver”

“Reliable Witness”

“ Winter Passage”

July/August 2011 “The New Grief”

“Is Enough Ever Enough”

“Unhappy Endings”

“Goodbye”

Movie – Away from Her

Movie – Rabbit Hole

Recommended Reading:

Dass, Ram. Still Here.

NO CLASS NOVEMBER 23

November 30: Divorce and Remarriage

Required Readings:

Carter & McGoldrick: Chaps. 20,21,22 (19, 20, 21) (22, 23, 24, 25)

Psychotherapy Networker

July/August 2015 Reflections on the Divorce Revolution, Rowing to Nowhere, The Intentional Divorce

Movie – The Squid and The Whale
Shoot the Moon

December 7: Ethics and Working in the Field

VIDEOTAPES DUE

Required Readings:

(2013) The Selling of Psychotherapy (three articles), Psychotherapy Networker (Sept/Oct)

Books Used -- S.W. 623, Interpersonal Practice with Families

Katie Pelz-Davis

(w) 572-0882 x 2; (h) 663-4039

- Carter, B., & McGoldrick, M. (2011). The expanded family (4th ed.). Boston: Allyn & Bacon.
- Wordon, M. (1999). Family therapy basics. Pacific Grove: Brooks/Cole.
- Minuchin, S., & Fishman, C. Family therapy techniques.
- Nichols, M., & Schwartz, R. Family therapy: Concepts and methods.
- McGoldrick, Giordano, & Pearce. Ethnicity and family therapy (2nd ed.).
- Dass, Ram. Still Here.
- Tatum, Beverly Why Do All the Black Kids Sit Together in the Cafeteria
- Goldenberg, H. & Goldenberg, I. Counseling Today's Families (4th ed.)
- Pipher, Mary, The Middle of Everything
- Bitter, James, Theory and Practice of Family Therapy and Counseling
- Siegel, Daniel Brainstorm

JournalsFamily Therapy Networker/Psychotherapy Networker

March/Apr. 1998 “From Hedgehog to Fox”

Sept/Oct 1997 “Grown Up Love”

July/Aug 1998 “Healing the Family’s Oldest Rifts”, “Old is not a Dirty Word”

Sept/Oct 1999 “Confronting the Secret”

July/Aug. 2000 “Four Most Common Mistakes in Treating Teens”

Nov./Dec .2001 “My Most Challenging Case”

May/June 2000 “The Wall of Silence”

March/Apr. 2001 “The 30 Years War”

Sept./Oct. 2001 “No Contest”

Sept/Oct 2003 “Advice to a young therapist”

Sept/Oct 2006 Couples Adrift (3 articles)

Jan/Feb 2010 “Brain to Brain”

July/Aug 2010 “After the Storm

March/Apr 2011 “The Verdict is In”

July/Aug 2011 The New Grief (4 articles)

Nov/Dec 2011 Who’s Afraid of Couples Therapy (4 articles)

Jan/Feb 2013 “Taming the Wild Things”

Sept/Oct 2013 The Selling of Psychotherapy” (3 articles)
 “The Therapist’s Most Important Tool”

May/June 2014 Treating Trauma (3 articles)

July/August 2015 – Divorce (3 articles)

Nov/Dec 2015 – The View From Black America , Growing up White
 Lessons from the Love Lab

Mar/Apr 2016 – Gender Fluidity, Transgender Journey, It takes a tribe

Journal of Marital and Family Therapy

Lund, L., Zimmerman, T., & Haddock, S. (2002, October). THE THEORY, STRUCTURE, AND TECHNIQUES FOR THE INCLUSION OF CHILDREN IN FAMILY THERAPY: A LITERATURE REVIEW. 28(4), 435-454.

Goldberg, A., & Allen, K. (2007, May). Imagining Men: Lesbian Mothers’ Perceptions of Male Involvement During the Transition to Parenthood. 69(2), 352-365.

Journal of Family Therapy

Dumont, R. (2008, August). Drawing a family map: an experiential tool for engaging children in family therapy. 30(3), 247-259.

Journal of Contemporary Psychology

Lock, J., & Fitzpatrick, K. (2007). Evidenced-based treatments for children and adolescents with eating disorders: family therapy and family-facilitated cognitive-behavioral therapy., 37(3), 145-155.

Contemporary Family Therapy: An International Journal

Dattilio, F. (2001, March). Cognitive-Behavior Family Therapy: Contemporary Myths and Misconceptions. 23(1), 3-18.

Journal of Family Issues

Goldberg, A. (2007, January). Talking About Family: Disclosure Practices of Adults Raised by Lesbian, Gay, and Bisexual Parents. 28(1), 100-131.

Attachment and Human Development

Ewing, Diamond and Levy (2015). Attachment-based family therapy for depressed and suicidal adolescents: theory, clinical model and empirical support. 17, 136-156.