



SW623 Interpersonal Practice with Families

Day & Time: Fridays 2:00-5:00

Room: SSWB

Instructor: Debra M. Hernandez Jozefowicz, MSW, PhD

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Office Hours: Tuesday 12:00-12:30; Friday 1:00 to 2:00 or by Appointment

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, 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.

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 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 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.

5. Relationship of the Course to Four Curricular Themes:

Multiculturalism and 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.

Social Justice and Social Change 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, and 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.).

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.

Required Texts: (available at Ulrich's)

Nichols, M. P., Schwartz, R. C. (2009) *The Essentials of Family Therapy, 6th Edition*. Boston, MA: Allyn and Bacon

Worden, M. (2003). *Family therapy basics* (3rd ed.). Toronto: Brooks/Cole.

Other Recommended Texts:

Kilpatrick, A. C., & Holland, T. P. (2009). *Working with families: An integrative model by level of need* (5th ed.). Boston, MA: Pearson.

Tomlinson, B. (2016). *Family Assessment Handbook: An Introduction and Practical Guide to Family Assessment* (4th Ed.). Centage Learning: Boston, MA.

Van Hook, M. P. (2016). *Social Work Practice with Families: A Resiliency-Based Approach* (2nd ed.). Oxford University Press: New York, NY.

Journal Articles:

Dam, K., & Hall, E. O. C. (2016). Navigating in an unpredictable daily life: A metasynthesis on children's experiences living with a parent with severe mental illness. *Scandinavian Journal of Caring Sciences*, 30, 442-457. **(Journal Article #5)**

Freeark, K., Rosenberg, E. B., Borstein, J., Jozefowicz-Simbeni, D. M. Hernandez, Linkevich, M., & Lohnes, K. (2005). Gender differences and dynamics shaping the adoption life cycle. *Journal of Orthopsychiatry*, 7(1), 86. **(Journal Article #7)**

Gates, G. J. (2013). LGBT parenting in the United States. The Williams Institute. **(Journal Article #8)**

- Hanna, M. D., Boyce, E. R., & Yang, J. (2016). The impact of historical trauma and mistrust on the recruitment of resource families of color. *Adoption Quarterly*, DOI: 10.1080/10926755.2016.1149536 (**Journal Article #3**)
- Holt, S., Buckley, H., & Whelan, S. (2008). The impact of exposure to domestic violence on children and young people: A review of the literature. *Child Abuse & Neglect*, 32, 797-810. (**Journal Article #2**)
- Jozefowicz-Simbeni, D. M. Hernandez, & Allen-Meares, P. (2002). Poverty and schools: Intervention and resource building through school-linked services. *Children and Schools*, 24(2), 123-136. (**Journal Article #1**)
- Kottler, J. A. & Parr, G. (2000). The family therapist's own family. *The Family Journal: Counseling and Therapy for Couples and Families*, 8(2), 143-148. (**Journal Article #6**)
- Roberts, R. M., Ejova, A., Giallo, R., Strohm, K., & Lillie, M. E. (2016). Support group programme for siblings of children with special needs: predictors of improved emotional and behavioural functioning, *Disability and Rehabilitation*, 38:21, 2063-2072, DOI: 10.3109/09638288.2015.1116621 (**Journal Article #9**)
- Swick, K. J., Williams, R., & Fields, E. (2014). Parenting while being homeless. *Early Childhood Education Journal*, 42, 397-403, DOI: 10.1007/x10643-013-0620-7 (**Journal Article #4**)

Class Schedule

#	Date	Topic(s)	Class Preparation
1	Sep 9	CLASS CANCELLED POWER OUTAGE	
2	Sep 16	Introduction & Course Overview Generalist Perspective and Ecological Model	Nichols Ch 1
3	Sep 23	<i>Who Is Your Family? (Family Reflection)</i> Foundations, Evolution and Fundamental Concepts of Family Therapy <i>What Is Family?</i> <i>Family Dinner & TV Families</i>	Nichols Ch 2 Nichols Ch 11 Nichols Ch 4 Worden Ch 1
4	Sep 30	Basic Techniques and Beginning Phases of Family Therapy <i>Family Genograms</i> <i>Discussion Questions and Groups 1</i>	Nichols Ch 3 Worden Ch 2 Worden Ch 3 McGoldrick & Gerson Ch1 McGoldrick & Gerson Ch2 Journal Article #1

5	Oct 7	Family Assessment Techniques in Family Therapy <i>Simulated Family Formation I</i> <i>Discussion Questions and Groups 2</i>	Worden Ch 4 Worden Ch 5 Thomlison Ch 1 Thomlison Ch 4 Journal Article #2
6	Oct 14	Family Change Techniques <i>Simulated Family Formation II</i> <i>Discussion Questions and Groups 3</i>	Worden Ch 6 Worden Ch 7 Kilpatrick & Holland Ch 1 Thomlison Ch 2 Thomlison Ch 5 Journal Article #3

Oct 21 *STUDY WEEK*****

7	Oct 28	Ecological Approach and Case Management Structural Family Interventions Cognitive-Behavioral Family Interventions <i>Simulated Family Role Plays</i> <i>Discussion Questions and Groups 4</i>	Nichols Ch 7 Nichols Ch 10 Kilpatrick & Holland Ch 5 Kilpatrick & Holland Ch 6 Journal Article #4
8	Nov 4	Solution Focused Interventions Family Systems Interventions Strategic Family Interventions <i>Simulated Family Role Plays</i> <i>Discussion Questions and Groups 5</i>	Nichols Ch 12 Nichols Ch 5 Nichols Ch 6 Journal Article #5
9	Nov 11	Experiential Family Interventions Narrative Family Interventions Psychodynamic Family Interventions <i>Simulated Family Role Plays</i> <i>Discussion Questions and Groups 6</i>	Nichols Ch 8 Nichols Ch 13 Nichols Ch 9 Journal Article #6
10	Nov 18	Simulated family session <i>Group A (C interviewing)</i> <i>**Simulated family role and interview analysis form due**</i>	Journal Article #7 <i>Prepare family role plays and family interviewing and intervention methods</i>

		<i>Writing Family Notes</i> **FAMILY SELF ASSESSMENT AND GENOGRAM PAPER DUE**	*Student Note Taking and Feedback
11	Dec 2	Simulated family session <i>Group B (A interviewing)</i>	Van Hook Ch 4 Journal Article #8 <i>Prepare family role plays and family interviewing and intervention methods</i> *Student Note Taking and Feedback
12	Dec 9	Simulated family session <i>Group C (B interviewing)</i> <i>Course Wrap Up</i> <i>Final Paper Review</i> <i>Student Evaluation of Teaching</i>	Worden Ch 9 Journal Article #9 <i>Prepare family role plays and family interviewing and intervention methods</i> *Student Note Taking and Feedback

****FINAL PAPER DUE: December 16, 2016****

Grading Criteria

Discussion Questions and Participation: 20%
Family Self-Assessment and Genogram Paper: 25%
Simulate Family Interviews and Role Plays: 30%
Final Paper: 25%

Assignments Overview

20% Participation and Discussion Questions and Groups (20 points)

Discussion Questions and Groups (5 at 2 points each = 10 points)

- Briefly summarize an issue or point from each reading you find interesting, important or questionable and identify a question/set of questions you would like to discuss in class.
- Please include your name, topic for the class, and date of the class at the top of the page. Discussion questions must be submitted in class on the day they are due.
- You must be in class to turn in your questions in order for them to be accepted.

- Group and class discussion emanating from the discussion question assignments will take place during the first part of each class.

TV Family Assessment (3 points)

- Watch a (30-minute) TV show that has a family featured prominently in it
- Write a 2-page, double-spaced reflection about this family:
 - List Family Members
 - What are some of the family issues?
 - What are some of the family dynamics?
 - What are some of the family strengths?

DUE: October 28th

Family Role Play and Interviewing Feedback (3 points)

- You will observe, take notes and provide feedback on 1 family interview/role play.

Overall Participation (4 points)

- Students will receive up to 4 points for **exceptional** participation in discussions, in-class questioning, and clear engagement in the material and course

25% Family Assessment and Genogram Paper (35 Points)

Students will construct a family genogram and apply family therapy concepts from class to their own family experiences and discuss the impact of those experiences on their work with families.

Instructions:

Present a three generational (minimum) analysis of your family of origin and/or a family of formation/choice. Include the following (use italicized headings to organize the paper):

1. *Family Genogram* (10 points)
2. *Family Artifacts* (3 points)
3. *Family Dynamics* (10 points)

Describe how the following concepts are demonstrated in your family. Provide examples.

- a. Ecological perspective-1 point
 - b. Family, cultural, and social diversity-1 point
 - c. Family life cycle-1 point
 - d. Family communication, problem-solving, roles, cohesion, emotional expression, and parenting-2 points
4. *Impact of Family of Origin*: Explain how your family of origin impacts on you as you approach other family systems as a social worker. Analyze the positives, which you offer

to families as a result of your own family experience. Analyze those areas in which you experience discomfort. (1 page, 5 points)

5. *Values and Beliefs about Families*: Describe your own value system with regard to families. What are your preferred beliefs with regard to family functioning? What are the implications of these beliefs for your practice as social worker with families? (1 page, 5 points)
6. *Overall Paper Quality: Grammar, sentence structure, organization of paper and references* (2 points)

30% Simulated Family Interviews and Role Plays (30 points)

- Family Role Play (10 points)
- Family Interview (20 points)

25% Final Paper (25 points)

- Family Interview Note (10 points)
- General Family Assessment and Intervention (15 points)

General Course Supports and Information

Accommodations for Students with Disabilities

If you are in need of an accommodation for a disability, please let the instructor know at your earliest convenience. Any information you provide is private and confidential and will be treated as such. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. We can work with the Services for Students with Disabilities (SSD) office to help us determine appropriate academic accommodations. SSD typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form.

For more information contact:

Services for Students with Disabilities
G-664 Haven Hall | 505 South State St.
[\(734\) 763-3000](tel:7347633000) | ssdoffice@umich.edu

Mental Health & Wellbeing

The Office of Student Service's Health and Wellness Program provides supportive services to students which promote wellness, self-care, and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness. Students may experience situations or circumstances that impede educational success and/or quality of life. Students may contact Health and Wellness Advocates Lauren Davis or Nyshourn Price regarding any health, mental health or wellness issue(s). This could include need for advocacy and/or referral to School, university, or community resources, financial resources, or counseling centers. All meetings with

students are strictly confidential and can take place in the School, over coffee, or locations where the student feels comfortable and non-threatened.

Nyshourn Price, LMSW
Student Services Specialist
Health & Wellness Advocate
Office: SSWB 1748
Phone: [\(734\) 763-4261](tel:(734)763-4261)
ndp@umich.edu

Lauren Davis, LMSW
Student Services Specialist
Health & Wellness Advocate
Office: SSWB 1748
Phone: [\(734\) 936-0961](tel:(734)936-0961)
laurdavi@umich.edu

Students and faculty can also contact the Health and Wellness Program via ssw.wellness@umich.edu.

Additional resources can be found in the *MSW Student Guide to Health and Wellness*:
<http://ssw.umich.edu/student-life/health-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. power outages, 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-ADAcpliance@umich.edu.

Office of Student Services
School of Social Work | Room 1748
[\(734\) 936-0961](tel:(734)936-0961) | ssw.msw.info@umich.edu

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/>.