



COURSE TITLE:	Interpersonal Practice with Families
DIVISION NUMBER:	25413
COURSE NUMBER:	623 (Section 001)
CREDIT HOURS:	3
PREREQUISITES:	521
LOCATION:	Advanced Interpersonal Practice Methods Course
INSTRUCTOR:	Scott Weissman
Class Meets:	Mondays, 1-5
PLACE:	Room B798 SSWB
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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.
Intensive Focus on PODS:	
Faculty Approval:	11/30/2006

Source Materials:

A. *Books & Articles*

- Becvar, D.S., & Becvar, R.J. (2000). *Family Therapy: A Systemic Integration*. Boston: Allyn & Bacon.
- Bograd, M. (1991). *Feminist approaches for men in family therapy*.
- Boyd-Franklin, N. (1989). *Black families in therapy*. New York: Guilford Press.
- Carter, B., & McGoldrick, M. (1999). *The expanded family life cycle: Individual, family, and social perspectives (Third Edition)*. Needham Heights, MA: Allyn and Bacon.
- Davis, L. E., & Proctor, E. K. (1989). *Race, gender and class: Guidelines for practice with individuals, families, and groups*. Englewood Cliffs, NJ: Prentice Hall.
- DeMaria, R., Weeks, G., & Hof, L. (1999). *Focused genograms: Intergenerational assessment of individuals, couples, and families*. Philadelphia, PA: Brunner/Mazel (Taylor and Francis).
- Duncan, B. L., Hubble, M. A., & Miller, S. D. (1997). *Psychotherapy with “Impossible” cases: The efficient treatment of therapy veterans*. New York: W. W. Norton.
- Franklin, C., & Jordan, C. (1999). *Family practice: Brief systems methods for social work*. Belmont, CA: Brooks/Cole.
- Freedman, J., & Combs, G. (1996). *Narrative therapy: The social construction of preferred realities*. New York: W. W. Norton & Company.
- Goldenberg, H., & Goldenberg, I. (2000). *Family Therapy: An Overview (Fifth Edition)*. Belmont, CA: Brooks/Cole-Wadsworth.
- Gurman and Kniskern (1991). *Handbook of Family Therapy: Vol. II*. Brunner/Mazel.
- Hartman, A., & Laird, J. (1983). *Family-centered social work practice*. New York: Free Press.
- Jacobson, N.J., & Gurman, A.S. (1995). *Clinical handbook of marital therapy*. NY: Guilford.
- Kaslow, F.W. (ed.). (1996). *Handbook of Relational Diagnosis and Dysfunctional Family Patterns*. New York, John Wiley & Sons.
- Kilpatrick, A.C., & Holland, T. P. (1999). *Working with Families: An Integrative Model by Level of Need*. Needham Heights, MA: Allyn & Bacon.
- Lawson, D. M., & Prevatt, F. F. (1999). *Casebook in Family Therapy*. Belmont, CA: Brooks/Cole-Wadsworth
- Luepnitz, D.A. (1988). *The family interpreted: Feminist theory in clinical practice*. New York: Basic Books.
- Ho, M. K., (1987). *Family therapy with ethnic minorities*. Beverly Hills, CA: Sage.
- Margolin, G. (1986). Ethical issues in marital therapy. In N. Jacobson, & A. Gurman (Eds.), *Clinical handbook of marital therapy*. New York: Guilford.

- McGoldrick, M., Giordano, J., & Pearce, J.K. (eds.). (1996). *Ethnicity and family therapy*, (2nd Ed.). New York: Guilford.
- Mirkin, M.P. (1990). *The social and political contexts of family therapy*. Boston: Allyn & Bacon.
- Nichols, M. P. (1999). *Inside family therapy: A case study in family healing*. Needham Heights, MA: Allyn & Bacon.
- Nichols, M. P., & Schwartz, R. C. (1998). *Family therapy: Concepts and methods*, (Fourth edition). Needham Heights, MA: Allyn and Bacon.
- Satir, V. (1972). *Peoplemaking*. Palo Alto, CA: Science and Behavior Books.
- Schwebel, A.I., & Fine, M.A. (1994). *Understanding and helping families: A cognitive behavioral approach*. Hillsdale, NJ: Lawrence Erlbaum.
- Worden, M. (1999). *Family therapy basics (Second Edition)*. Pacific Grove, CA: Brooks/Cole Publishing.

B. Journals

Families in Society

Family Process

Family Therapy Networker

Journal of Marital and Family Therapy

Journal of Family Psychology

Attendance and Participation

It is my desire that your experience in this course will be beneficial to you in your future practice as a social worker. Therefore, I will make every effort to facilitate your success in the learning process by 1) providing didactic and experiential encounters that have been found useful in social work practice with families; 2) providing a supportive learning environment; and 3) being clear regarding expectations of you in the course. Please call to my attention any questions or lack of clarity regarding any of the assignments.

Because this is a skills-development course, prompt attendance at, and participation in all class sessions is essential. SW 623 is the only course offered in the School for preparation for advanced social work practice with families. Since the knowledge derived from this class is based in large part on experiential activities such as role-playing, it is expected that you will attend all class sessions and that you will participate in the required class activities (described below).

APA FORMAT AND ACADEMIC HONESTY

Please refer to the **American Psychological Association Publication Manual** (often called the APA Style Manual) in the preparation of your writing assignments. The current edition is the fifth, but using an earlier edition is acceptable. I think you will find having your own copy a valuable resource over the next two years. You can find out more at <http://www.apastyle.org/pub-manual.html>.

It is critical to reference all sources of information or ideas you use in your writing, to do otherwise is academic dishonesty. Direct quotes in particular should be identified as such. Situations of apparent plagiarism or academic dishonesty will be reported and handled according to University policy.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you need an accommodation for a disability, please make an appointment with me at your earliest convenience. Many aspects of the course including the assignments, class activities, and my teaching methods can be modified to fit your circumstances.

General Grade Information

10% of the grade is based on class participation. This includes attendance, promptness, active participation in large and small-group discussion, respectfulness, and the ability to listen. Points will be deducted for absence, tardiness, texting, web-surfing, etc.

The fine print is for problems that hopefully won't arise. But just in case, here are the rules: If more than two sessions are missed—whatever the reason--the grade will be lowered five points for each session over two 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.

The Roleplay Reflection paper is worth 20% of your grade. Each of the 2 remaining papers/annotations is worth 35% of the grade. Papers are expected to be handed in on their due dates and papers must meet all academic standards for ethical documentation. Papers will be marked down 5% for every day late. If you are unhappy with a grade, you can rewrite the paper and turn it in no later than one week after it has been 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. There will be no rewrites accepted for the final annotation paper. If a paper is more than 1 week late (regardless of the reason), it will still be graded but I will not comment on it.

A = 94-100 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.

Required Reading (Available at Ulrich' Bookstore)

- 1) Taibbi R. (2015). *Doing family therapy: Craft and creativity in clinical practice*. New York: Guilford Press, 3rd edition.
- 2) Material located on CANVAS site.
- 3) McGoldrick, M., *Re-Visioning Family Therapy*, Second Edition, Guilford, 2008.

I have included readings in the syllabus that are not required, even though they are excellent. If they are not required, they will be denoted as “recommended”

Course Philosophy and Format

Within the past two decades, the field of family intervention has moved from a modernist era, where the focus was on the family as a group with problems that had something done to it by an expert problem-solving practitioner, to a post-modern era where the focus was on the family as its own expert. In these collaborative models of intervention, the role of the practitioner is to facilitate the family's rediscovery of its own expertness. These models are especially appropriate for families that are socially, politically, and economically disenfranchised since they are received as collaborators in the practice arena. While this is a substantial shift in paradigms from theoretical models of the 1980's and before, these newer models did not arise independently. Instead, they evolved on the shoulders of models that came before. I consider it important, therefore, that students not only become familiar with the knowledge, values, and skills of these newer models, but that they familiarize themselves also with the earlier models on which the more collaborative methods were built. Finally, I believe families do not exist in a vacuum but within cultural, economic, political, and social systems that influence family functioning and well being and the functioning and well being of family members. It is therefore important that students learn how these systems influence families and the implications for practice outcomes and for policy.

The format of this course is established according to the above philosophy. We will begin the course with a brief discussion of the progression of the field in this regard (including the contribution of the social work profession to family theory and practice), move to a discussion of the conceptual shift to family relationships (rather than on individual functioning), and consider how families and the individuals in them develop differentially in view of their cultural, economic, political and social contexts. Each week, you will be assigned one or more chapters in the text or a required supplementary reading on a topic or model relevant to family intervention. Most chapters will include detailed case material.

Assignment 1
Family of Origin Paper
(35% of Total Course Grade)
Due: June 12

Draw a genogram on 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 (in the Coursepack) 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 genogram. You may want to use different colored pencils to illustrate alliances, coalitions, cut-offs, and triangles. The genogram must be on an 8 1/2 by 11 sheet and carefully drawn and turned in at 8Am in hard copy form. The paper is to be submitted on Ctools.

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 and please discuss sibling order, if applicable. Bowenian theory should be incorporated into your analysis and give three examples of how you imagine Murray Bowen might have intervened with this family.

Grading

20% - is genogram readable, and does it describe 3 generations of Family history clearly?

30% - does paper demonstrate an understanding of Bowenian theory?

30% - does paper incorporate a discussion of culture that is grounded in the Readings?

10% - grammatically correct, well-organized?

Roleplays/Assignment II and III

Each class member will be responsible for playing both the role of “Family Member” and the role of “Therapist” in two family or couples therapy role-plays (an assessment session and a follow-up, second session). One of these role plays will focus on a particular model of family/couples therapy and will be performed on specific dates throughout the semester (please see the list below) and the second set of role-plays will be focused on “multi-modal” treatment and take place during class on April 6. The class will be divided into 5 teams (A, B, C, D, and the “Couples” team), and each team, except for the Couples team, will be paired with one other team. The Couples team will consist of 4 students (Pair 1 and Pair 2). To clarify with 2 specific examples :

1. Members of Team A will be the family in a Structural Family Role-play on Feb. 16 and will be the therapists in a Narrative Family Therapy Role-play on March 16. They will then follow up on April 6 with their second sessions, both as therapists and as family members.
2. Members of Team D will be the therapists in a Strategic Family Therapy Role-play on Feb. 23 and they will then be family members in the Solution-Focused Family Therapy Roleplay on March 23. They will then follow up on April 6 with their second sessions, both as therapists and as family members

June 5– Structural Family therapy (Team A is the family, and Team B are Structural Family Therapists)

June 12 – Strategic Family Therapy (Team C is the family, and Team D are Strategic Family Therapists)

June 19– Couples Therapy (Pair 1 as a couple, Pair 2 as the therapist...and Pair 2 as the...)

June 26– Narrative Therapy (Team B is the family, and Team A are the Narrative Family Therapists)

July 3 – Solution-Focused Therapy (Team D is the family, and Team C are the Solution-Focused Therapists)

July 24 - Annotated role-plays

Role-play 1/Assignment II

Each role-play family/couple 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. For your family/couple group: Be creative in forming your family/coupleship. There are a number of possible family forms. **Diversity in family forms is strongly encouraged.**

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

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. 2 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 1 PARAGRAPH summary 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. **TO BE READ TO CLASS BEFORE ROLEPLAY BEGINS**

Therapists will be responsible for the following:

- a. a 1 page summary detailing the key points of the particular model of Family Therapy that you will be “performing”

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 May 22nd PREPARED TO INFORMALLY DISCUSS WITH ME YOUR PREPARATION

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 at least 3-5 references to the Course Readings in this paper.

Grading for Assignment II

(20 % of the total Course Grade)

(Due 1 week after your initial roleplay is over - you will be participating in 2)

- 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

Roleplay 2/Assignment 3 (Due: 8am, July 31) 35 points

These role plays will all take place in class on July 17 and will NOT be conducted according to any specific model. Instead, you will be able to integrate the models, utilizing any of the interventions from any of the models that we have studied throughout the semester. Each team and “pair” will do two role plays, one in the role of “therapist” and the other, in the role of family or “couples” members. These roleplays will be a continuation of the work you already did, moving forward from the initial session, where the “therapist teams” were using one **specific** model of family therapy.

These second sessions will be video recorded and then annotated independently by each member of the “therapist” team. In order to help the videotaping go smoothly, I would like one member of each therapist team to volunteer to be “captain” and take responsibility for videotaping on a device of your choice, uploading the video of the session onto YouTube, and then sharing it with

your fellow therapist “team” and me. “Captains” will be awarded 3 extra points toward their final grade if this process happens smoothly. For instructions on how to upload onto YouTube and onto VideoAnt, please see the instructions in the Files section on Canvas.

After your “captain” has uploaded your videos onto YouTube, privatized them, and shared them with me and with you, each of you will then upload them onto VideoAnt, where you will annotate them according to the directions that follow below. Once your annotations are complete, you will submit the annotated video onto CANVAS and this annotated video will serve as Assignment 3, the final Assignment for the semester. You only need to annotate these in the “therapist” role and do not have to do anything with the video where you are playing a family or couples member.

Instructions for Assignment 3 - Annotation of the Video

- Identify a block of video that illustrates a positive portion of your team’s work with the family/couple
 - Put a comment at the start that says “High water mark begin”
 - Put a comment at the end that says “High water mark end” and discuss how that segment represents effective practice skills.
 - What strengths do you identify in this portion of the video (This should all be incorporated into one annotation at the END of this segment. Label this annotation - “High water mark summary”)

- Identify a 5-10 minute block of video that illustrates a point of difficulty or less effective practice with the family or couple
 - Put a comment at the start that says “Low water mark begin”
 - Put a comment at the end that says “Low water mark end” and discuss how your team might have improved on that segment.
 - What areas of improvement do you identify in this portion of the video - set 3 goals for yourself that you can contemplate as you move forward in your training and career (This should all be incorporated into one annotation at the END of this segment - Label this annotation - “low water mark summary”)

- Identify at least 10 examples of intervention techniques used during the session. For each example, please:
 - Label the technique you/team used and what family/couples therapy model you were using
 - Briefly discuss your/team’s reason for using this technique

Briefly discuss whether or not the technique worked

If you do not feel the intervention was successful, briefly discuss what you might have done differently

At the end of your video annotation, add the 3 following annotations for the following:

1. Where I would go from here: Assess your overall progress in the therapy - what is working so far in the therapy and where are the challenges? How would you move forward from this point?
2. Working with the process - how well did your team do working with the "process" in the session? Did "process" get noted? Were "content" and "process" both incorporated into your interventions? What insights did "working with the process" offer you?
3. Incorporating social justice issues - were issues of social justice, privilege and oppression incorporated into your interventions? Please reflect on why or why not? What insights did your bringing attention to these issues offer you?

Grading for Assignment 3

- (15 points) Did you identify 15 specific interventions, connect them to a specific model of Family Therapy, and clearly explain your reasoning
- (10 points) Did your high and low water-mark annotations reflect a deep reflection on your own strengths and challenges with regard to family therapy.
- (7.5 points) Did you deeply dive into your understanding of the sessions themselves, address how social justice issues were included (or not), how and why progress happened (or did not).
- (2.5 points) Grammatically correct, well-organized.

Course Outline

1. **May 8** **Overview of Course and Field of Family Practice I**

Readings: Morabia, A, Benjamin G. (2015) *Syrian and Iraqi Refugees: A Palestinian Perspective*, American Journal of Public Health, 2406-2407.

TEXT: Taibbi

Chapter 1-4

TEXT: Revisioning

Chapter 1: McGoldrick, M., & Hardy, K. V. “Introduction: Re-Visioning Family Therapy from a Multicultural Perspective.”
 Chapter 2. Falicov, C. J.: “Transnational Journeys”
 Chapter 6. Hardy, K. V.: “Race, Reality, and Relationships: Implications for the Re-Visioning.

CANVAS

Goldenberg, I., & Goldenberg, H. (2000). *Family Therapy: An Overview*. Belmont, CA: Brooks/Cole-Wadsworth

RECOMMENDED

REVISIONING

Chapter 3. Sluzki, C. E.: “Migration and the Disruption of the Social Network.”
 Chapter 4. Laszloffy, T. A.: “Social Class: Implications for Family Therapy.”

2. **May 15** **Basics of Family Assessment**

Readings:

Harvey, R. G. and Stone Fish, L. (2015), *Queer Youth in Family Therapy*, Family Process, 54: 396–417.

Halevy, J., *Genogram with an Attitude*, Journal of Marital and Family Therapy, 1998, Vol. 24, No. 2

McGoldrick (1999) Genograms-assessment and intervention, Chapter 2
(This chapter is meant to help you in the development of your own genogram for Assignment 2, the “Family of Origin” paper. It is extremely helpful, but does not need to be read (in full) for class.)

TEXT: Chapter 20: Hardy, K. V., & Laszloffy, T. A. “The Dynamics of a Pro-Racist Ideology: Implications for Family Therapists.”

TEXT: Taibbi, Chapters 5 & 6

RECOMMENDED

Carr, A. (2000) Evidence Based Practice in Family Therapy and Systemic Consultation. *Journal of Family Therapy*. 22, 3, 273-295

Madsen, W.C.(2003). *Collaborative Therapy with Stressed Families*. NY. Guilford Press. Chapters 1, 2. p. 9-84.

Revisioning : Chapter 8: McGoldrick, M. “Finding a Place Called Home.”

3. May 22

Transgenerational Models of Family Therapy: Bowenian, Family of Origin

Readings:

Kerr, “Chronic Anxiety and Defining a Self,” The Atlantic Monthly

Sosloski, K. Pavkov, T., (2013), *The Social Construction of Love Through Intergenerational Processes*, Contemporary Family Therapy, 773-792

Knudson-Martin, Carmen. (1994) The Female voice: Applications to Bowen’s family systems theory *Journal of Marital and Family Therapy*. 20, 1, p. 35

Wetchler, J.L. & Piercy, F.P., Transgenerational Family Therapies

TEXT: Revisioning

Chapter 9, Pinderhuges, E., “Black Genealogy Revisited: Restorying an African American Family

Recommended:

Chapter 5. Walsh, F.: “Spirituality, Healing, and Resilience”

Chapter 7. McAdams-Mahmoud, V.: “Understanding Families in the Context of Cultural Adaptations to Oppression.”

4. **June 5**

Structural Family Therapy

Structural Family Therapy Role-play (Team A is family, Team B is the therapist team)

Readings:

Becerra, M. D., & Michael-Makri, S. (2012). Applying structural family therapy with a Mexican-American family with children with disabilities: A case study of a single-parent mother. *Journal of Applied Rehabilitation Counseling*, 43(2), 17-24.

McGeorge, Christi R., Carlson, Thomas Stone, Toomey, Russell B. (2015). *An Exploration of Family Therapists' Beliefs about the Ethics of Conversion Therapy: The Influence of Negative Beliefs and Clinical Competence With Lesbian, Gay, and Bisexual Clients*, *Journal of Marital and Family Therapy*. *Journal of Marital and Family Therapy*

Kim, Josephine, (2003) Structural Family therapy and Its Implications for the Asian American Family, *The Family Journal: Counseling and Therapy for Couples and Families*, 11, 4, 388-392.

Brown, Neil, D., Samis, Michelle D. (1986-7) The Application of Structural Family Therapy in Developing the Binuclear Family, *Mediation Quarterly*, 1986-87, 14-15, 14-15, 51-69.

Taibbi, Chapters 7, 8

5. June 12

Strategic and Systemic Family Interventions

Strategic Family Therapy Role-play (Team B is family, Team A is the therapist team)

Readings:

Taibbi, Chapters 9, 10

Revisioning

Chapter 16. Lawless, J. J. “Transforming a racist legacy.”

Chapter 18: Abudabbeh, N. “My evolving identity from Arab to Palestinian to Muslim.”

Chapter 15. Berndt, L. “Legacies of white privilege.”

Canvas

Schlanger, K., Barbara, A., The Brief Therapy Approach of the Palo Alto Group

Keim, J., Strategic Therapy

Bobrow, E., Ray, W., (2004) Strategic Family Therapy in the Trenches, *Journal of Systemic Therapies*, 23,4,28-38

Recommended

Robbins, M.S., Bachrach, K., Szapocznik, J., (2002) Bridging the research-practice gap in adolescent substance abuse treatment: the case of brief strategic family therapy. *Journal of Substance Abuse Treatment*, 23, 2,123-132

Revisioning

Chapter 12: Watson, M. F. “Voluntary childlessness and motherhood: Afterthoughts.”

Chapter 28. McCarthy, I. C., & Byrne, N. O. “A Fifth-Province approach to intracultural issues in an Irish context: Marginal illumination.”

6. June 19

Couples Therapy

Couples Therapy Role-plays

(Couples E & F act as both therapists and couples)

Readings:

(Core concepts are good, but be alert for out-dated language and absence of attention to intersectionality or transgendered issues. I did my best to find readings that ARE more current)

Taibbi, Chapter 12

Marks, L., "Together We are Strong:" A Qualitative Study of Happy, Enduring African-American Marriages. *Family Relations*, Vol. 57, No. 2, Enduring Couples (Apr., 2008), pp. 172-185

Lia, S., Cardona, B., Challenges and Diversity Issues Working With Multilingual and Bilingual Couples and Families: Implications for Counseling *The Family Journal: Counseling and Therapy for Couples and Families* 2015, Vol. 23(1) 13-17 (Having trouble uploading - please access from Library database)

Knudson-Martin, C., Huenergardt, D., Lafontant, K., Bishop, L., Schaepper, J., Wells, M. (2015). Competencies for addressing gender and power in couple therapy: A socio emotional approach. *Journal of Marital and Family Therapy*, 41, 205-220

Gottman, John Mordechai *How I predict divorce* New York: Three Rivers Press 1999

Recommended:

The first recommended article below is recommended, but not required. IF you are going to be one of the therapists in the Couples Role-play next week, please DO read this article - as this could be used as YOUR model in providing Couples therapy next week!

Moser, M. B., Johnson, S. M., Dalgleish, T. L., La fontaine, M., Wiebe, S. A., & Tasca, G. A. (2016). CHANGES IN RELATIONSHIP-SPECIFIC ATTACHMENT IN EMOTIONALLY FOCUSED COU

PLE THERAPY. *Journal of Marital and Family Therapy*, 42(2), 231-245. (please find on library database)

Enduring Couples (Apr., 2008), pp. 172-185 Maggie Scarf, “Intimate Partners: Patterns in Love and Marriage, Parts 1&2, The Atlantic Monthly

Gottman, J.M., Levinson, R.W., Gross, J., Mc Coy, K., Rosenthal, L., Ruef, A., Yoshimoto, D., (2003). Correlates of Gay and Lesbian Couples’ Relationship Satisfaction and Relationship Dissolution. *Journal of Homosexuality*, 45, 1, 23-43.

Laura Brown, “Therapy with Same Sex Couples: An Introduction

Bepko, C., Johnson,T., (2004) Gay and Lesbian Couples in Therapy: Perspectives for the Contemporary Family Therapist. *Journal of Marital and Family Therapy*, 26, 4, Oct, 409-41

7. June 26

The Social Constructionist Models: Narrative

(Narrative Therapy Role-play - Team C are therapists, Team D is the family)

Readings:

Phipps, W., Reconfiguring Family Therapy: Narrative Therapy and Beyond, *The Family Journal: Counseling and Therapy for Couples and Families* 2015, Vol. 23(3) 254-261 **(please access from library data base)**

Denborough, D. (2013). Healing and justice together: Searching for narrative justice. *The International Journal of Narrative Therapy and Community Work*, (3), 13-17. **(please access from library database)**

Combs, G., Freedman, J. Narrative, Poststructuralism, and Social Justice: Current Practices in Narrative Therapy, *The Counseling Psychologist* 40(7) 1033-1060 **(please access from library data base)**

The Family Therapy Networker

O'Hanlon, "The Third Wave" pp. 19-26, 28-29

Epston, "Extending the Conversation", pp. 31-37, 62-63

Wylie, "Panning for Gold", pp. 40, 42-48

Wylie, "Policing our Lives", pp. 48-49

Recommended:

McGoldrick text:

Chapter 9. Pinderhughes, E. "Black genealogy revisited: Restorying an African American family."

Chapter 29. Boyd-Franklin, N. "Working with African Americans and trauma: Lessons for clinicians from Hurricane Katrina."

Chapter 33. Fraenkel, P., & Carmichael, C. "Working with families who are homeless."

8. July 3

Solution-Focused Family Therapy/Cognitive Behavioral Family Therapy

(Solution-Focused Family Therapy Role-play - Team D are therapists, Team C is the family)

PLEASE NOTE: THERE ARE 2 SEPARATE FILES IN CANVAS FOR JULY 3, ONE FOR CBT AND ONE FOR SOLUTION-FOCUSED

Readings:

Corcoran, Jacqueline. Chapter 1: Solution-Focused Therapy

Fisher, Robert L., (2004) Assessing Client Change in Individual and Family Counseling. *Research on Social Work Practice, 14, 2, 102-111*

A feminist critique of solution-focused therapy, Shannon B Dermer; Crystal Wilhite Hemesath; Candyce S Russell, *The American Journal of Family Therapy*; Jul-Sep 1998; 26, 3; Research Library pg. 239

Recommended: Corcoran, J., Pillai, V, A Review of the Research on Solution-Focused Therapy, *British Journal of Social Work (2009) 39, 234–242. (available from the Proquest database)*

Khodayarifard, M., & Fatemi, S. M. (2013).
Combination of spirituality and cognitive-behavioral family therapy on treatment of generalized anxiety disorders, *Psychology*, (4), 427-432

9. July 10

Gender, Culture, and Ethnic Sensitivity in Practice

Visit from Jim Toy, Founder of the Spectrum Office and David Zellmer, from Ozone House present

Readings

Pendry, N. (2012), Race, racism and systemic supervision. *Journal of Family Therapy*, 34: 403–418.

Cassandra, G., Cultural Competence When Working With American Indian Populations: A Couple and Family Therapist Perspective, *The American Journal of Family Therapy* /abstract content, Volume 41, Issue 2, 2013

Daalgard, N., Disclosure and silencing: A systematic review of the literature patterns of trauma communication in refugee families *Psychiatry*, 2015, Vol. 52(5) 579–593

LaSala, Michael C., *Out of the Darkness: Three Waves of Family Research and the Emergence of Family Therapy for Lesbian and Gay People*

Recommended:

Chapter 10. Lopez-Colon, F. “The discovery of my multicultural identity.”

Chapter 19. Domokos-Cheng Ham, MaryAnna. *Biracial legitimacy: Embracing marginality.*”

Chapter 25. Nealy, E. C. “Working with LGBT families.”

10. July 17

***Experiential Family Therapy/Preparation for
Annotated Role-plays***

McGoldrick text:

Chapter 13: Kliman, J., & Trimble, D. “Grieving in network and community: Bearing witness to the loss of our son.”

S. M., (1997) Social construction theory and the Satir model: Toward a synthesis. *The American Journal of Family Therapy*. . 25, 4, p. 331-343

Freeman, M.L., (1999), Virginia Satir: A woman and a Social Worker Beholden to No One, *Journal of Couples Therapy*, 8,1,1-15

Cowley, A.S., (2000), On Satir’s Use of Self, *Journal of Couples Therapy*, 9,3-4, 51-68

14. July 24

Integrating the Models