



Course title:	Interpersonal Practice with Families
Course #/term:	623 Section 001 / Spring/Summer 2018
Time and place:	Monday, 1:00pm-5:00pm, B798
Credit hours:	3
Prerequisites:	SW521 or permission of instructor
Instructor:	Erin Martinez
Pronouns:	She / Her / Hers
Contact info:	E-mail: ebschnie@umich.edu Phone: 313-550-4742 You may expect a response within 24-48 Hours
Office:	2798
Office hours:	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.

Course objectives and competencies:

Upon completion of the course, students will be able to:

- 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.
- Describe challenges, risks, and tasks as they apply to women, the poor, families of color, and gay and lesbian families.
- 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.
- 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.
- 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.
- Identify at least two models of prevention and intervention and explain the applicability of each model to the challenges faced by families.
- 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 instructor will select required and recommended readings. Class format will include lecture, discussion, case analysis, and viewing of videotapes. Written assignments will integrate theory, research, and case analysis, applied to the student's field instruction work when possible. Students will have the opportunity to explore experiences of client and social worker in guided role play scenarios.

Curricular themes:

Relationship to social work ethics and values:

Theme Relation to Multiculturalism & Diversity

Multiculturalism and Diversity will be addressed through discussion of worker-client differences and power/privilege differentials based on culture, ethnicity, race, gender, and social class. Case examples of interventions and readings will reflect this theme. The variation of human sexual behavior across cultures will be fundamental to this course.

Theme Relation to Social Justice

Social Justice and Social Change will be addressed through discussion of differences between sexual problems that are responsive to interpersonal practice interventions, and those which result from poverty, discrimination, and disenfranchisement and require systemic as well as individual interventions. Discrimination based on gender or transgender identity, and sexual orientation will be discussed. The area of sexuality and human rights will be discussed from the vantage point of different political/governmental controls and cultural customs.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation

Promotion, Prevention, Treatment, and Rehabilitation will be addressed through discussion of client sex education and early treatment intervention, as well as advocacy/ guidance with other professionals, and health/mental health systems to educate about human sexual behavior across the life span

Theme Relation to Behavioral and Social Science Research

Behavioral and Social Science Research will inform the course, drawing especially on current research in the following areas: human sexual response and sexual difficulties, psycho-sexual development, gender identity, attachment and interaction, trauma/ resiliency/coping, and culture/ethnicity/immigration.

Relationship to SW Ethics and Values

Social work ethics and values will be addressed within the course as they pertain to issues related to working with clients and colleagues. The NASW Code of Ethics will be used to give students direction about these ethical issues. In particular, this course will focus on client issues, such as confidentiality, privacy, rights and prerogatives of clients, the client's best interest, proper and improper relationships with clients, interruption of services, and termination. Issues specific to sexual dysfunction will be given special attention, such as variations in human sexual expression and dysfunction, therapist ethical decision making, as well as the impact of the therapist's values and reactions to sexual behavior and sexual difficulties. In addition, issues that arise when working with colleagues, such as referral, consultation, dispute resolution, and mediation will be discussed.

Intensive Focus on PODS

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

Teaching Philosophy and Format of Course

It is a tremendous privilege to teach at the School of Social Work. My goal is to create a challenging and supportive learning environment. The tumultuous social and political landscape of our world requires that we explore the current events that have a direct impact on social policies and the clients and communities students are preparing to serve. I am intentional about modeling values of respect and the exploration of ideas. I utilize the framework of the Multicultural Ground Rules (from The Program on Intergroup Relations, University of Michigan). I bring my passion about Social Work to teaching and work to base every learning

experience in the core social justice mission that defines our field. Historically, students have experienced a divide between macro and clinical social work. I enjoy addressing this divide in the classroom and utilizing the social justice mission to bridge the divide. Helping students explore and understand how Clinical Social Work is unique and different from Psychology and other counseling fields of study is an important guiding principle of my philosophy that I work to integrate into the classroom lectures, discussions and assignments.

This class will offer a variety of learning modalities to explore the provision of social work services to families. A core learning experience will include the semester-long family role play to explore concepts of sibling dynamics, parental conflicts, and use of a variety therapeutic modalities. Lecture, discussion, video, and case examples will be primary learning modalities.

2. CLASS REQUIREMENTS

Required Texts:

Gehart, D. R. (2018). *Mastering Competencies in Family Therapy: A Practical Approach to Theory and Clinical Case Documentation*, 3rd Edition. Cengage Learning.

Additional Recommended books:

Siegel, D. and Hartzell, M. (2014). *Parenting from the Inside out: How a Deeper Self-Understanding Can Help You Raise Children Who Thrive*. New York: TarcherPerigee.

Class schedule:

Week 1: 5/7/18

Introduction to Social Work with Families

Readings:

Gehart: Chapter 1 – Competency and Theory in Family Therapy

Chapter 2- Research and Ethical Foundations of Family Therapy Theories

Chapter 3- Philosophical Foundations of Family Therapy Theories

Chapter 4-Systemic and Strategic Therapies

Barrett, M. (2016). Keeping the Faith. Psychotherapy Networker, May-June.

Week 2: 5/14/18

Structural Family Therapy

Readings:

Gehart: Chapter 5 – Structural Family Therapy

Natasha D. Williams, Angelique Foye & Florence Lewis (2016) *Applying Structural Family Therapy in the Changing Context of the Modern African American Single Mother*, Journal of Feminist Family Therapy, 28:1, 30-47, DOI: 10.1080/08952833.2015.1130547

Week 3: 5/21/18

Experiential Family Therapies / Internal Family Systems

Readings:

Gehart (2018) Chapter 6 – Experiential Family Therapies

Bobbi J. Miller MS , Jose Ruben Parra Cardona PhD & Michael Hardin PhD (2007) The Use of Narrative Therapy and Internal Family Systems with Survivors of Childhood Sexual Abuse, Journal of Feminist Family Therapy, 18:4, 1-27, DOI: 10.1300/J086v18n04_01

No Class 5/28/18

Week 4: 6/4/18

Satir Human Growth Model

Readings:

Few-Demo, A., Humble, A., Curran, M. and Lloyd, S. (2016). Queer Theory, Intersectionality, and LGBT-Parent Families: Transformative Critical Pedagogy in Family Therapy. Journal of Family Therapy and Development (8), 79-94.

LeBlanc, A., Frost, D., Wright, R. (2015). Minority Stress and Stress Proliferation Among Same Sex and Other-Marginalized Couples. Journal of Marriage and Family (77): 40-59.

Week 5: 6/11/18

Assessment & Treatment Planning

Narrative Approaches

Reading:

Gehart (2018) Chapter 10- Collaborative and Narrative Therapies

Week 6: 6/18/18

Emotionally-Focused Therapy

Relational Cultural Theory

Documentation

Readings:

Gehart Chapter 11 – Evidence-Based Treatments in Couple and Family Therapy

Singh, A. and Moss, L. (2015). Using Relational-Cultural Theory in LGBTQQQ Counseling: Addressing Heterosexism and Enhancing Relational Competencies. Journal of Counseling and Development, (94), 398-404.

Week 7: 6/25/18

Attachment Theory

Wallin, D. (2007). How Attachment Relationships Shape the Self. (Ch. 7) Attachment in Psychotherapy. New York: Guilford Press.

Siegel, D. (2014). How We Disconnect and Reconnect: Rupture and Repair (Ch. 8). Parenting From The Inside Out: How a Deeper Self-Understanding Can Help You Raise Children Who Thrive. New York: TarcherPerigee.

Cohn, R. (2011). Ch. 1 & 2 Restoring Loving Sexuality in Couples with Histories of Childhood Trauma and Neglect. Santa Barbara: Praeger.

Week 8: 7/2/18

Cognitive Behavioral Family Therapy

Readings:

Gehart (2018) Chapter 8 – Cognitive-Behavioral and Mindfulness-Based Couple and Family Therapies

Week 9: 7/9/18

Therapeutic Weaving

Evaluation

Readings:

Rothbaum, F., Rosen, K., Ujiie, J. and Uchida, N. (2002). Family Systems Theory, Attachment Theory and Culture. Family Process, (41), 3: 328-350.

Saltzman, J., Fiese, B., Bost, K., McBride, B. (2017). Development of Appetite, Self Regulation, Integrating Perspectives from Attachment and Family Systems Theory, (12), 1: 51-57.

Week 10: 7/16/18

Intergenerational Family Therapy

Readings:

Gehart (2018) Chapter 7 – Intergenerational and Psychoanalytic Family Therapies

FALICOV, C. J. (2007), Working With Transnational Immigrants: Expanding Meanings of Family, Community, and Culture. Family Process, 46: 157-171. doi:[10.1111/j.1545-5300.2007.00201.x](https://doi.org/10.1111/j.1545-5300.2007.00201.x)

Week 11 : 7/23/18

Closing

a. Assignments:

Participation

Due Date: End of Semester

See Guidelines Below

Attendance: For any absences due to an emergency (severe illness of self or child, personal or family crisis), please contact the instructor as far ahead of class as possible. One absence due to urgent event (e.g. wedding, funeral, job interview, a set date that cannot be changed, etc.) allowed with prior instructor approval. Additional absences may affect course grade. (think: would I cancel a client for this reason or would I expect an instructor to cancel teaching for this reason...). Students will be responsible for all missed class material.

In-Class Participation: You are expected to contribute to a positive learning environment in the

manner that best fits your learning style. Each of us participates differently, and I will strive to honor that diversity among us. The following evaluation criteria is used when determining your participation grade:

Points	Class Participation & Grading Criteria
75 pts	Regularly makes helpful, relevant contributions and observations to class discussions that challenge/encourage other learners to think about the material in new ways. Actively participates in small-group discussions. Actively attends to lectures and discussions. Attends class regularly and shows up on time. Consistently demonstrates that she/he has read the assigned material. Completion of non-graded reflection.
70 pts	Often makes helpful, relevant contributions to class discussions. Often participates in small-group discussions. Often pays attention to lectures and discussions. Attends class regularly and shows up on time. Demonstrates that s/he has usually read the assigned material.
65 pts	Occasionally contributes to class discussions. Participates to some extent in small-group discussions. Is attentive to lectures and discussions. Attends class regularly and shows up on time. Demonstrates that s/he has usually read the assigned material.
10-40 pts	Rarely contributes to or is prepared for small-group discussions. Does not attend regularly or is often tardy. Inattentive to lectures and discussions and has not read the assigned material. Directs disrespectful verbal and/or non-verbal behaviors towards others in the classroom.

We aspire to treat each other well, by adopting the following attitudes and behaviors: **Choose kindness.** Always treat each other with consideration and respect, whether in person, on the phone, over email, or on social media. **Think the best.** Assume we are all trying to do the right thing. Put yourself in the other person's shoes, and be flexible and patient with others. **Act in a supportive way.** Encourage each other. Acknowledge each other's contributions, and lend a hand when others need help. Be inclusive and welcoming.

Multicultural Ground Rules (from The Program on Intergroup Relations, University of Michigan)

1. Our primary commitment is to learn from each other, from course materials and from our work. We acknowledge differences amongst us in backgrounds, skills, interests, values, scholarly orientations and experience.
2. We acknowledge that sexism, classism, racism, heterosexism, and other forms of discrimination (religion, age, ability, language, education, size, geographic location etc.) exist and may surface from time to time.
3. We acknowledge that one of the meanings of sexism, classism, racism is that we have been

systematically taught misinformation about our own group and members of devalued groups. The same is true about elitism and other forms of prejudice or bias -we are taught misinformation about others and ourselves.

4. We will try not to blame people for the misinformation we have learned. However, we hold each other responsible for not repeating misinformation or offensive behavior after we have learned otherwise. 5. Victims should not be blamed for their oppression.

6. We assume that people are always doing the best they can, both to learn the material and to behave in non- biased and multiculturally productive ways.

7. We will share information about our groups with other members of the class, and will not demean, devalue, or "put down" people for their experiences or lack of experiences.

8. We will actively pursue opportunities to learn about our own groups and those of other groups, yet not enter or invade others' privacy when unwanted.

9. We each have an obligation to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls which prohibit individual development, group progress and cooperation and group gain.

10. We want to create a safe atmosphere for open discussion. Members of the class may wish to make a comment verbally or in an assignment that they do not want repeated outside the classroom. Therefore, the instructor and participants will agree not to repeat the remarks outside the session that links a person with his/her identity.

11. We will challenge the idea or the practice, but not the person.

12. We will speak our discomfort.

13. Are there other ground rules that the class would like to add...?

In-Class Quiz

Due Date: 6/11/18

Total Points Available: 75

Format: Upload to Canvas

In-Class Quiz

Due Date: 7/2/18

Total Points Available: 75

Format: Upload to Canvas

Family Simulation Experience / Reflection (includes process recording)

Due Date: The week post-group leadership experience
Total Points Available: 350
Format: Hardcopy
See Assignment Description on Canvas

Family Experience Paper

Due Date: 7/2/2018
Total Points Available: 450
Format: Upload to Canvas
See Assignment Description on Canvas

b. Grading:

The criteria for each grade follows:

A+ = 100

A = 96-99

A- = 92-95

B+ = 89-91

B = 85-88

B- = 81-84

C+ = 78-80

C = 74-77

C- = 70-73

D = 65-79

E = less than 65

If you turn an assignment later than the due date, it will receive a 'one grade' deduction (i.e. an "A" paper becomes an A-).

Process Governing Student Grievances:

The School of Social Work wishes to resolve all student grievances. The Student Grievances Process shall be followed when concerns or issues arise regarding a course or instructor. The Student Grievances Process is a sequential four-step course of action: (a) students shall meet with the instructor to attempt to resolve the matter; (b) should the matter remain unresolved, students shall seek out their faculty advisor for guidance and potential mediation; (c) should further problems still exist, students shall consult with the MSW Director; (d) only in extenuating circumstances or when students have followed the aforementioned process and the matter remains unresolved should student grievances be heard by the Associate Dean for Educational Programs and/or the Academic Concerns Committee.

The Academic Concerns Committee hears student grievances under the following policies and procedures. Within two weeks of receipt of a written intent to grieve, the Committee Chair will acknowledge receipt of the grievance and clarify that the Committee shall be authorized to act by vote.

Jurisdiction

The procedures herein prescribed shall be available to students currently enrolled in the School of Social Work or former students within one month of their graduation or disenrollment. Grievances shall be filed in a timely manner - generally within one month of the situation prompting the grievance. When longer periods

have passed, the grievant may be asked to sufficiently explain the latency of the complaint prior to the Committee accepting jurisdiction. These procedures shall be available with respect to complaints including, but not limited to, those that allege (a) a violation of rules and regulations of the School of Social Work; (b) unfair, unreasonable, or otherwise improper rules or regulations of the School of Social Work; (c) discriminatory or capricious grading practices or Field Instruction evaluations.

It is recognized that there may be complaints with regard to institutional administrative relations rather than specific individual grievances. The Committee shall not have jurisdiction over these matters. Such cases may include: (a) matters concerning relations between the School administration and community fieldwork sites; (b) matters concerning relations between the School and the University administration; (c) matters concerning relations between the School and other departments within the University complex.

3. ADDITIONAL COURSE INFORMATION AND RESOURCES

a. Safety and emergency preparedness:

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)764-7793 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 two emergency exits nearest the classroom.

Each SSW classroom is equipped with door locks. Pressing the  button (located on the door handle) to lock the door from within the room.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (Room 1748) at (734) 936-0961 or via email at ssw-ADA_compliance@umich.edu.

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. Please link to Campus Safety Statement for additional information: <https://ssw.umich.edu/msw-student-guide/section/1.22.03/70/campus-safety-statement>

Additional resources:

- [Report a hate crime or bias-related incident](#)

- [Register for UM Emergency Alerts](#)
- [View the annual Campus Safety Statement](#)

b. Mental health and well-being:

Professional social work education is demanding and may stress coping resources and abilities. Focusing on family social work can be particularly stressful as it often requires focus on one's own family experiences. I hope that we can create a class environment that is supportive in exploring your own family experiences in regards to your professional practice. I encourage you to use resources available if you find the need for more support for any reason. I am willing to talk about things that come up for you during the semester and assist in accessing resources as needed.

The University of Michigan is committed to advancing the mental health and well being of all students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact:

- [Counseling and Psychological Services](#) (CAPS) at (734) 764-8312
 - The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the wellbeing of social work students and the SSW community and offers short-term, solution-focused individual therapy. All services are free and confidential. Contact her at (734) 763-7894 or via email at mshaughm@umich.edu.
- [University Health Service](#) (UHS) at (734) 764-8320
- [Additional campus health and wellness resources](#)

The Office of Student Services' Health and Wellness Program provides supportive services to MSW students which promote wellness, self care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.

- [SSW Health and Wellness Guide](#)
- Contact the Health and Wellness Program at ssw.wellness@umich.edu

c. Teaching evaluations:

Students are strongly encouraged to complete teaching evaluations at the end of each term. Teaching evaluations are administered via Canvas and will be emailed to students during the last week of classes. Student identity is completely anonymous, and instructors cannot view evaluation reports until after grades are submitted.

d. Proper use of names and pronouns:

All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns. [Students can designate their personal pronouns on the class roster via Wolverine Access](#): *Student Business > Campus Personal Information > Gender Identity*.

There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar's Office) and B833T (Lower Level). [Click here for the Spectrum Center's map of gender inclusive restrooms on campus.](#)

e. Accommodations for students with disabilities:

If you are in need of an accommodation for a disability, please let me know at your earliest convenience. Any information you provide is private and confidential and will be treated as such. [Additional information about accommodations for students with disabilities, as well as a list of appropriate accommodation forms, is available here.](#) Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information, contact:

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

f. Religious/spiritual observances:

An overview of the process for students who have conflicts with religious observances:

- Students are responsible for work acquired during their absence
- Students will have a reasonable alternative opportunity to complete any academic work
- Reasonable notice must be given to faculty before drop/add deadline of term
- Any concerns or conflicts should be brought to the Dean or Ombudsperson

[Please click here to find more information about the University's policy concerning religious holidays as well as a non-exhaustive list of religious holidays.](#)

g. Military deployment:

[Please click here for more information and resources for students called to Active Duty status while enrolled at the University of Michigan.](#)

h. Writing skills and expectations:

Strong writing and communication skills are essential to students' academic success and professional career. The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator's office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

For more information or to schedule an appointment, contact:

[SSW Writing Assistance](#)
[Career Services](#) (Room 1696; (734) 763-6259; ssw-cso@umich.edu)

APA formatting:

Any social work assignments presented as professional papers or presentations should utilize APA formatting. Review the [MLibrary APA Citation Guide](#) as needed. [The Purdue Owl website is another helpful resource for assistance with APA formatting.](#)

i. Academic integrity and plagiarism

Plagiarism is prohibited in any academic writing at the University of Michigan. [More information on academic integrity policies can be found in the MSW Student Guide.](#)