

# UNIVERSITY OF MICHIGAN

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## School of Social Work

### **SW 623: Interpersonal Practice with Families**

COURSE NUMBER: SW 623-003  
MEETING DATES/TIME: Fridays 9-12pm (September 7—December 7, 2018)  
ROOM: 3816 SSWB  
INSTRUCTOR: Colleen E. Crane MSW, LCSW, LMSW  
EMAIL: [kennac@umich.edu](mailto:kennac@umich.edu).  
Emergency: 248-330-3585

OFFICE HOURS: Tuesdays 12:00-2pm or by appointment.

OFFICE: 2740 SSWB

#### **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 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.

**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.

**Relationship of the Course to Social Work Ethics and Values:**

Ethical dilemmas unique to family work will be presented, such as balancing individual and family goals, contracts regarding confidentiality and record-keeping, and addressing oppressive family structures. Presentation of value conflicts that exist toward families in society will be used to raise the students' awareness of personal and professional values.

Faculty Approved 9/3/2014

## **A. Academic Conduct, Integrity, Emergencies:**

Please see Chapter 12: Student Code of Academic and Professional Conduct in the Student Guide to the Master's in Social Work Degree Program (<http://www.ssw.umich.edu/studentGuide>) for a discussion of student responsibilities for academic conduct and integrity. In particular, please pay attention to issues related to plagiarism. Students who are found responsible for academic misconduct are subject to disciplinary action up to and including dismissal from the School of Social Work, revocation of degree, or any other sanction deemed appropriate to address the violation. This includes using work from other courses in this course and presenting it as new material for completion of assignments.

### **Writing Assistance**

I take reviewing and grading your written work very seriously. I ask that you take pride in your written work and ask for help if needed. I am available to review assignments for feedback and editing, if there is time. Social work students can receive individual writing assistance from Betsy Williams, Writing Skills and Study Skills Coordinator, through the U-M SSW Career Services office. Students may schedule an appointment and bring a draft of their paper (at any stage). Email Betsy Williams at: [betsywil@umich.edu](mailto:betsywil@umich.edu) or call 734-763-6259.

You can find helpful resources linked from [ssw.umich.edu/writing-help](http://ssw.umich.edu/writing-help). In addition, the Sweetland Writing Center (SWC) is located at 1310 North Quad (corner of W. Washington and State St.). Graduate students are eligible for seven sessions per semester. For help with your paper, please feel free to consult them for writing support. They can help you develop your argument, improve your paper organization, correct grammar, and craft effective prose. You can register with them on line and schedule an appointment: Website: <http://www.lsa.umich.edu/sweetland/>. Another resource is the English Language Institute: <http://www.lsa.umich.edu/eli>. Finally, there is also a link to OWL Purdue on CANVAS. OWL Purdue is a great resource for everything related to APA format and style. Here is the link as well: <https://owl.english.purdue.edu/owl/resource/560/01/>.

### **Accommodations for Students with Disabilities**

The School of Social Work has policies and services to provide equitable educational opportunities for students with documented disabilities in all programs and activities. If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential.

To find out more about services, register for services, or volunteer as a reader, note taker, or tutor, contact the University's Services for Students with Disabilities, G664 Haven Hall, Ann Arbor, MI 48109-1045, 734-763-3000. Hours are 8 a.m. to 5 p.m. Monday through Friday. Students with disabilities may also contact Nyshourn Price, LMSW ([ndp@umich.edu](mailto:ndp@umich.edu)) at the School of Social Work, 734-936-0961 or Mary Eldridge ([hedgem@umich.edu](mailto:hedgem@umich.edu)) in the Office Field Instruction for further information.

### **Religious Observances**

Please notify me (by the third week of class) if religious observances conflict with class or due dates for assignments so that we can make appropriate arrangements.

## **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-ADAAcompliance@umich.edu](mailto:ssw-ADAAcompliance@umich.edu).

Office of Student Services

School of Social Work | Room 1748

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/>.

**B. Assignments:**

**Attendance is necessary for participation to occur but attendance alone is not enough –you have to actively engage – ask and answer questions, make comments. Participation counts for 10% of your overall grade. If you are to miss more than 1 class during the semester, you will need to speak with me, as an additional writing assignment will be required of you.**

Typically each week we'll have some combination of lecture, small group discussion and full class discussion. Lecture outline will be posted on CANVAS before the night of the lecture. Each week there will be assigned readings. As we progress through the semester, I will begin to highlight readings based on our class discussions. Each week, in discussion you will be asked about the core concepts and relevant implications of these concepts. Core concepts should link from one week to the next in the sense that you should be asking yourself (and me) how the current week's content relates to what we already learned. The goal of the discussions is to create an active learning context in which each week's content is actively linked to prior content so that by the end of the semester, students will have a linked memory structure, facilitating later recall and use of the material in class and in the field.

Please note that if you are more than 15 minutes late to class, your participation for that day will be marked accordingly. Class begins promptly at 9:10am; a sign in sheet will be passed around and collected shortly after. As social workers it is important that we value the time of the clients and families we work with, by arriving on time and participating in class we are working to instill those values from the beginning of our practice. This class serves as the foundation of your practice as a social worker!!

**C. Grading:**

Both content and format will be considered in assigning grades. Failure to follow APA guidelines for referencing will result in a lower grade. Each assignment will be given points and a corresponding letter grade. The criteria for each grade are as follows:

The Grading Scale is:

A = 100% - 95%	B+ = 89% - 86%	C+ = 79% -76%
A- = 94% - 90%	B = 85% - 83%	C = 75% -73%
	B- = 82% - 80%	C- = 72% - 70%

**A+ is reserved for exceptional work.**

All assignments are due as stated on CANVAS. Each day your assignment is late, 1 point will be deducted from your final grade for that assignment, for a maximum of 5 points deducted. A rewrite will not include points that were deducted for a late submission.

**D. Course Requirements:**

Class Participation & Attendance	On-going	10%
Family of Origin	10/7/18	25%
Future Directions in Family Therapy	11/11/18	20%
Family Therapy in Context	By 12/7/18	10%
Integration of Models	12/16/18	35%

**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.

**Assignment I**

Family of Origin Paper

25% of grade

Due by October 7 on CANVAS

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 (on CANVAS) 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 ½ by 11 sheet and carefully drawn and turned in attached to your paper below. I will also give you information on a website that allows you to create a genogram electronically as well, so if you would prefer to create it electronically you can!

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:

Is genogram readable, and does it describe 3 generations of Family history clearly? Does paper demonstrate an understanding of Bowenian theory?

Does paper incorporate a discussion of culture that is grounded in the Readings? Is the paper grammatically correct and well organized?

## **Assignment 2**

Future Directions in Family Therapy

20% of grade

Due by November 11 on CANVAS

This 4-6 page paper addresses future directions in family therapy. Please pick one family treatment theory of practice and find 4-6 articles published from 2010-present that address the need, effectiveness and implementation of practice with families. Structure the paper as follows:

1. What is the history of the "theory"? How did it come about (population, family structure it was developed for)?
2. How effective has it been found in working with certain populations?
3. What additional information or data do they need next in order to establish it as a part of family therapy practice?
4. Conclusions.

### **Assignment 3**

Family Therapy in Context

10% of grade

Due by December 7 on CANVAS

Please attend one of these education meetings at Dawn Farm and write up a one to two page reflection on what you learned and how it relates to your work (current or future) with families.

#### **Family Education Program:**

A brief overview of Dawn Farm, what is addiction, the effects of addiction on the family, how to support the recovery of your loved one and how to take care of yourself.

WHEN: Once a month. Usually the 4th Sunday of each month, from 10am-12pm

WHERE: Dawn Farm Community Barn

CONTACT: For additional information, call 734.485.8725

Or check here to see if there is a relevant program for you to attend:

<http://www.dawnfarm.org/events/category/education/list/>

### **Assignment 4**

Final Paper /Integration of the Models

35% of grade

Due by December 16 on CANVAS

This 9-11 paper should focus on a current family or couple with whom you are working (or have worked) in your practicum. You should describe your agency context, the presenting problem of your client system, the significant demographics, your treatment plan and what you have done thus far with the case (i.e. what interventions, derived from which models, you have used and have informed your practice – you need to specifically LINK your previous work to the models of F. Therapy). Next, you should give three interventions from each model for your case. These interventions must truly reflect the unique aspects of each model and reflect a thoughtful understanding of your case. You should spend about 2 pages on each of the models and play out how you think your intervention might work or not work. Your discussion of your case must incorporate a perspective highlighting cultural, gender, class themes. Finally, spend 1-2 pages reflecting on your proposed interventions – integrate your ideas in some way – which model would you choose to use? Is there a combination of models that might prove most effective? If so, why??

Grading:

Does paper clearly describe the family, presenting problem, and the agency setting? Does paper provide a succinct and comprehensible summary of 3 models?

Does paper provide 3 family interventions that truly follow from the models being discussed? Are the interventions discussed in terms of how they might impact the family?

Is the paper grammatically correct and well organized?

**Required Text and Optional Books/Readings:**

Taibbi R. (2015). *Doing family therapy: Craft and creativity in clinical practice* (3<sup>rd</sup> ed.). NY: Guilford Press.

Taibbi, R. (2017). *Doing couple therapy: Craft and creativity in work with intimate partners* (2<sup>nd</sup> ed.). NY: Guilford Publications.

\*\*McGoldrick, M., & Hardy, K. V. (Eds.). (2008). *Re-visioning family therapy: Race, culture, and gender in clinical practice*. Guilford Press. Several chapters will be covered for class readings, but purchase of the book is not required as it is available on reserve at the library.

**Optional Books:**

Bigner, J. J., & Wetchler, J. L. (Eds.). (2012). *Handbook of LGBT-affirmative couple and family therapy*. Routledge.

Boyd-Franklin, N. (2003). *Black families in therapy: understanding the African American experience*. New York, NY. The Guilford Press.

Gottman, J., Silver, N. (1994). *Why marriages succeed or fail*. New York, NY. Simon & Schuster

Family Art Therapy: Foundations of Theory and Practice: Edited by Christine Kerr, Janice Hoshino, Judy Sutherland, Sharyl Thode Parashak, and Linda Lea McCarley, New York, NY: Routledge,

Kort, J. (2008). *Gay affirmative therapy for the straight clinician*. New York, NY. W.W. Norton & Co.

Kort, J. (2018). *LGBTQ Clients in Therapy: Clinical Issues and Treatment Strategies*. WW Norton & Company.

Madsen, W. (2003). *Collaborative therapy with multi-stressed families*. New York, NY. The Guilford Press.

McGoldrick, M., & Hardy, K. V. (Eds.). (2008). *Re-visioning family therapy: Race, culture, and gender in clinical practice*. Guilford Press.

McGoldrick, M., Gerson, R., & Petry, S. S. (2008). *Genograms: Assessment and intervention*. WW Norton & Company.

Napier, A., & Whitaker, C. A. (1978). *The family crucible*. New York: Harper & Row.

Scarf, M. (1995). *Intimate worlds*. New York, New York. Random House

Schwartz, R. (1995). *Internal family systems therapy*. New York, NY. The Guilford Press.

Skurtu, A. (2018). *Helping Couples Overcome Infidelity: A Therapist's Manual*. Routledge.

**Journal articles accessed through CANVAS Family videos available at:**

Askwith Media Center, in the Shapiro Library Building

Alexander Counseling Videos: <http://ctiv.alexanderstreet.com.proxy.lib.umich.edu>

**Course Outline:**

**Session 1: (September 7)**

Introduction to course; format, expectations Intro to working with families

Levels of intervention: directive, symptom focused, insight focused

McGoldrick, M., & Hardy, K. V. (Eds.). (2008). *Re-visioning family therapy: Race, culture, and gender in clinical practice*. Guilford Press. Introduction: *Re-Visioning Family Therapy from a Multicultural Perspective*, pgs. 3-25. (this is on CANVAS).

**Session 2: (September 14)**

Family Assessment, Family Systems Theory, & Fundamental Concepts

Taibbi (2015): Chapters 1-3.

Taibbi (2017): Chapter 1-2.

**Optional Readings:**

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 Multi-Stressed Families*. NY. Guilford Press. Chapters 1, 2. p. 9-84.

McGoldrick, M. 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.)

McGoldrick, M., & Hardy, K. V. (Eds.). (2008). *Re-visioning family therapy: Race, culture, and gender in clinical practice*. Guilford Press. Chapter 8: Finding a Place Called Home, pgs. 97-114.

McGoldrick, M., & Hardy, K. V. (Eds.). (2008). *Re-visioning family therapy: Race, culture, and gender in clinical practice*. Guilford Press. Chapter 20: The Dynamics of a Pro-Racist Ideology: Implications for Family Therapists, pgs. 225-238.

### **Session 3: (September 21)**

Multigenerational Family Therapy Assessment through a Generalist Lens Murray Bowen

Taibbi (2015): Chapters 4-7.

Taibbi (2017): Chapters 3-4.

### **Optional Readings:**

O'Leary, C. (2015). Person-centered couple and family therapy: the effects of an extra beat of time, *Person-Centered & Experiential Psychotherapies*, 14(3), 236-247, DOI: 10.1080/14779757.2015.1043393

Kerr, "Chronic Anxiety and Defining a Self," *The Atlantic Monthly*.

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

Piercy, F. P., Sprenkle, D. H., & Wetchler, J. L. (Eds.). (1996). *Family therapy sourcebook*. Guilford Press. Chapter 2: Transgenerational Family Therapies, pgs. 25-49.

### **Session 4: (September 28)**

Structural Family Therapy

Taibbi (2015): Chapters 8-9.

Taibbi (2017) Chapters 5-8.

### **Optional Readings:**

The Psychotherapy Networker, Vol. 29, no.3.

Wylie, Mary Sykes, "Maestro of the Consulting Room" p. 40

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.

McGoldrick, M., & Hardy, K. V. (Eds.). (2008). *Re-visioning family therapy: Race, culture, and gender in clinical practice*. Guilford Press. Chapter 22: Dismantling White male Privilege within Family Therapy, pgs. 250-261.

McGoldrick, M., & Hardy, K. V. (Eds.). (2008). *Re-visioning family therapy: Race, culture, and gender in clinical practice*. Guilford Press. Chapter 27: Working with Immigrant and Refugee Families, pgs. 311-327.

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.

### **Session 5: (October 5)**

LGBTQ+ & Culture of a Family (IFS)

Taibbi (2017): Chapter 9

Kort, J., (2008). *Gay affirmative therapy for the straight clinician*. New York, Norton Chapters 1,2,3,8

### **Optional Readings:**

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.), 409-419.

Schwartz, Richard C., (1995). *Internal family systems therapy*. New York, Guilford Press. Chapters 1 and 2

Scarf, M. (1995). *Intimate Worlds*. New York. Random House. Chapter 2, pgs. 23-36.

Davis, Tamara S. (2009) Diversity Practice in Social Work: Examining Theory in Practice', *Journal of Ethnic And Cultural Diversity in Social Work*, 18(1), 40-69.

Keiley, M.; Dolbin, M.; Hill, J.; Karuppaswamy, N. (2002). The cultural genogram: Experiences from within a marriage and family therapy, *Journal of Marital and Family Therapy*, 28(2).

### **Session 6: (October 12)**

Strategic Family Therapy

Taibbi (2015): Chapters 10-11.

Taibbi (2017): Chapter 10

### **McGoldrick (pick one of interest):**

McGoldrick, M., & Hardy, K. V. (Eds.). (2008). *Re-visioning family therapy: Race, culture, and gender in clinical practice*. Guilford Press. Chapter 12: Voluntary Childlessness and Motherhood: Afterthoughts, pgs. 155-164.

McGoldrick, M., & Hardy, K. V. (Eds.). (2008). *Re-visioning family therapy: Race, culture, and gender in clinical practice*. Guilford Press. Chapter 15: Legacies of White Privilege, pgs. 184-191.

McGoldrick, M., & Hardy, K. V. (Eds.). (2008). *Re-visioning family therapy: Race, culture, and gender in clinical practice*. Guilford Press. Chapter 16: Transforming a Racist Legacy, pgs. 191-197.

McGoldrick, M., & Hardy, K. V. (Eds.). (2008). *Re-visioning family therapy: Race, culture, and gender in clinical practice*. Guilford Press. Chapter 18: My Evolving Identity from Arab to Palestinian to Muslim, pgs. 204-213.

McGoldrick, M., & Hardy, K. V. (Eds.). (2008). *Re-visioning family therapy: Race, culture, and gender in clinical practice*. Guilford Press. Chapter 28. A Fifth-Province Approach to Intracultural Issues in an Irish Context: Marginal illumination, pgs. 327-344.

### **Optional Readings:**

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

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.

Schlanger, K., Barbara, A. "The brief therapy approach of the Palo Alto Group."

Keim, J. "Strategic therapy."

### **Session 7: (October 19)**

Narrative Family Therapy/Social Constructionist Models

Taibbi (2015): Chapters 12-14

Taibbi (2017): Chapter 11

### **Optional Readings:**

McGoldrick, M., & Hardy, K. V. (Eds.). (2008). *Re-visioning family therapy: Race, culture, and gender in clinical practice*. Guilford Press. Chapter 9: Black Genealogy Revisited: Restorying an African American Family, pgs. 114-135.

McGoldrick, M., & Hardy, K. V. (Eds.). (2008). *Re-visioning family therapy: Race, culture, and gender in clinical practice*. Guilford Press. Chapter 29: Working with African Americans and Trauma: Lessons for Clinicians from Hurricane Katrina, pgs. 344-356.

McGoldrick, M., & Hardy, K. V. (Eds.). (2008). *Re-visioning family therapy: Race, culture, and gender in clinical practice*. Guilford Press. Chapter 33: Working with Families Who are Homeless, pgs. 389-401.

Nichols & Schwartz: Chapters 13

The Family Therapy Networker, Vol. 18, No.6

O'Hanlon, "The Third Wave" Stephen Madigan, "Body Politics"

David Epston, "Extending the Conversation"

David Nylund, John Thomas, "The Economics of Narrative"

### **Session 8: (October 26)**

Solution Focused Therapy

Taibbi (2017): Chapter 12

Bond, C., Woods, K., Humphrey, N., Symes, W. and Green, L. (2013). Practitioner Review: The effectiveness of solution focused brief therapy with children and families: a systematic and critical evaluation of the literature from 1990–2010. *J Child Psychol Psychiatr*, 54, 707–723.  
doi:10.1111/jcpp.12058

Kelch, B., & Demmitt, A. (2010). Incorporating the Stages of Change Model in Solution Focused Brief Therapy With Non-Substance Abusing Families: A Novel and Integrative Approach, *The Family Journal*, 18(2), 184 – 188.

#### **Optional Readings:**

Reiter, M., (2004). A Solution Focused Formula Task for Families, *Journal of Family Psychotherapy*, 15(3), 37-45.

Seponski, D. (2016). A Feminist-Informed Integration of Emotionally Focused and Solution-Focused Therapies, *Journal of Family Psychotherapy*, 27(4), 221-242. DOI: 10.1080/08975353.2016.1235430

### **Session 9: (November 2)**

Experiential Family Therapy

Taibbi (2017): Chapter 13

Thompson, S., Bender, K., Cardoso, J., Flynn, P. (2011). Experiential Activities in Family Therapy: Perceptions of Caregivers and Youth *Journal of Child and Family Studies*, 20(5), 560-568.

Pereira, J. (2014). Can We Play Too? Experiential Techniques for Family Therapists to Actively Include Children in Sessions, *The Family Journal*, 22, 390-396. doi:10.1177/1066480714533639

#### **Optional Readings:**

Cheung, 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

### **Session 10: (November 9)\***

Taibbi (2017): Chapter 14 (or finish reading book).

NO CLASS. ASSIGNMENT ON CANVAS.

### **Session 11: (November 16)**

Couples Counseling & Sex Therapy

*Pick 2 articles or chapters to read that are of interest to you:*

Hinkle, M., Radomski, J., Decker, K. (2015). Creative Experiential Interventions to Heighten Emotion and Process in Emotionally Focused Couples Therapy, *The Family Journal*, 23, 239- 246.  
doi:10.1177/1066480715572964

Owen, J., Duncan, B., Reese, R., Anker, M., Sparks, J. (2014). Accounting for Therapist Variability in Couple Therapy Outcomes: What Really Matters?, *Journal of Sex & Marital Therapy*, 40:6, 488-502, DOI: 10.1080/0092623X.2013.772552

Zielinski, J. (1999) Discovering Imago Relationship Therapy. *Psychotherapy: Theory, Research, Practice, Training [PscyARTICLES]* Vol. 36, Issue 1.

Johnston, S. (2007). The Contribution of Emotionally Focused Couples Therapy. *Journal of Contemporary Psychotherapy* Vol. 37, Issue 1. Date: 03/2007 Pages: 47-52.

*The Psychotherapy Networker*, Vol. 26 no.6

Doherty, W. "Bad Couples Therapy and How to Avoid it" p. 26 Real, T. "The Awful Truth" p. 34

*The Family Therapy Networker*, March/April, 1993, Issue # 293

Schnarch, D. "Inside the Sexual Crucible"

Gottman, J.M., Silver, N., (1999) *The Seven Principles for Making Marriage Work*, New York, The Three Rivers Press. Chapters 1 and 2. pgs. 1-46.

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.

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), 409-419.

Biaggio, M, (2002), Couples Therapy for Lesbians: Understanding Merger and the Impact of Homophobia, *Journal of Lesbian Studies*, 6(1), 126-138.

### **Session 12: (November 30)**

CBT & Multifamily Group Therapy

Dattilio, F.M.; Epstein, N. (2005). Introduction to the special section: The Role of Cognitive Behavioral Interventions in Couple and Family Therapy. *Journal of Marital and Family Therapy*, 31(1).

Friedberg, Robert D. (2006). A Cognitive-Behavioral Approach to Family Therapy. *Journal of Contemporary Psychotherapy*, 36(4), 159-165.

### **Optional Readings:**

O'Leary, E. M. McHugh, Barrett, P., Fjermestad, K. (2009). Cognitive-behavioral family treatment for childhood obsessive-compulsive disorder: A 7-year follow-up study. *Journal of Anxiety Disorders* 23, 973–978.

Runyon, M., Deblinger, E., Ryan, E. Thakkar-Kolar, R. (2004). An Overview of Child Physical Abuse: Developing an Integrated Parent-Child Cognitive-Behavioral Treatment Approach. *Trauma Violence Abuse*, 5, 65.

### **Multifamily Group Therapy Readings:**

Nahum, D. & Brewer, M. (2005). Multi-family group therapy for sexually abusive youth. *Journal of Child Sexual Abuse*, 13(3-4), 215-243.

O'Brien, M. P., Zinberg, J. L., Bearden, C. E., Daley, M., Niendam, T. A., Kopelowicz, A., & Cannon, T. D. (2007). Psychoeducational multi-family group treatment with adolescents at high risk for developing psychosis. *Early Intervention in Psychiatry*, 1, 325–332. doi: 10.1111/j.1751- 7893.2007.00046.

Hofmann, S. G., & Tompson, M. C. (Eds.). (2002). *Treating chronic and severe mental disorders: A handbook of empirically supported interventions*. Guilford Press. Chapter 17: Multifamily Group Treatment for Borderline Personality Disorder, pgs. 343-363.

### **Session 13: (December 7)**

#### Medical Family Therapy

Mendenhall, T.J., Pratt, K.J., Phelps, K.W. (2012). Advancing Medical Family Therapy Through Research: A Consideration of Qualitative, Quantitative, and Mixed-Methods Designs, *Contemp Fam Ther*, 34(187). <https://doi.org/10.1007/s10591-012-9186-6>

Ruddy, N. B., & McDaniel, S. H. (2013). Medical family therapy in the age of health care reform. *Couple And Family Psychology: Research And Practice*, 2(3), 179-191. doi:10.1037/cfp0000010

Signs, T. (2015). The Art of Letter Writing in Medical Family Therapy, *Journal of Family Psychotherapy*, 26(3), 243-246, DOI: 10.1080/08975353.2015.1067535

Stermensky, G., & Brown, K. (2014). The perfect marriage: Solution-focused therapy and motivational interviewing in medical family therapy. *Journal of Family Medicine and Primary Care*, 3(4), 383.

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[http://go.galegroup.com/ps/i.do?p=AONE&sw=w&u=lom\\_umichanna&v=2.1&it=r&id=GALE%7CA396200969&asid=fd897a860f4300a3d2ec107cdd6f4b35](http://go.galegroup.com/ps/i.do?p=AONE&sw=w&u=lom_umichanna&v=2.1&it=r&id=GALE%7CA396200969&asid=fd897a860f4300a3d2ec107cdd6f4b35)

Tyndall, L.E., Hodgson, J.L., Lamson, A.L. (2012). Medical Family Therapy: A Theoretical and Empirical Review, *Contemp Fam Ther*, 34 (156). <https://doi.org/10.1007/s10591-012-9183-9>