



Course title:	Interpersonal Practice with Families	
Course #/term:	SW 623 Section 002, Summer, 2020	
Time and place:	Tuesday, 1:00-5:00pm, TBA	
Credit hours:	3	
Prerequisites:	SW 521 or permission of instructor	
Instructor:	Candace Ziglor, LMSW	
Pronouns:	She, Her, Hers	
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	You may expect a response within 24 hours	
Office:	3798 SWB	
Office hours:	Immediately following class and by appointment	

1. Course Statement

a. 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.

b. 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.

c. Course objectives and competencies

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. (Practice Behaviors 3.IP, 9.IP) 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. (Practice Behavior 5.IP) 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. (Practice Behavior 4.IP) 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. (Practice Behaviors 5.IP, 6.IP, 9.IP, 10.b.IP) 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. (Practice Behaviors 1.IP, 4.IP, 10.a.IP) 6. Identify at least two models of prevention and intervention and explain the applicability of each model to the challenges faced by families. (Practice Behaviors 2.IP, 3.IP, 10.c.IP) 7. Apply appropriate outcome measures that are reliable and determined by agreed upon goals in order to evaluate the effects of family-centered interventions. (Practice Behaviors 10.b.IP, 10.d.IP)

d. 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.

e. Curricular themes

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.

f. Relationship 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.

2. Class Requirements

a. Text and class materials

Mastering Competencies in Family Therapy: A Practical Approach to Theory and Clinical Case Documentation 3rd Edition

Re-Visioning Family Therapy, Third Edition: Addressing Diversity in Clinical Practice Third Edition
by Monica McGoldrick (Editor), Kenneth V. Hardy (Editor)

All other readings will be available on CANVAS or through other electronic access.

b. Class schedule

Tentative Agenda

DATE	Topic(s)	Readings
Module 1 5/12/2020	Introduction to course, Review of expectations & Syllabus, Intro to practice with families, Icebreaker Genogram review bias	None
Module 2: 5/19/2020	Family systems theory Fundamental concepts	McGoldrick & Hardy Chapter 1 & 2, 33 Gehart Chapter 1 Optional Carr, A. (2000). Evidence Based Practice in Family Therapy and Systemic Consultation. <i>Journal of Family Therapy</i> . 22(3), 273-295 Madisen, W.C. (2003). Collaborative Therapy with Multi-Stressed Families. NY. Guilford Press. Chapters 1,2, p. 9-84
Module 3: 5/26/2020	Assessment Treatment planning & Evaluation	Gehart Ch 11, 12, 13, 14 McGoldrick Ch 8 Optional: Keiley, M.; Dolbin, M.; Hill, J.; Karuppaswamy, N.; et al. The cultural genogram: Experiences from within a marriage and family therapy <i>Journal of Marital and Family Therapy</i> ; Apr 2002; 28, 2
Module 4: 6/2/2020	Working with diverse families -Multigenerational Families -Working with LGBTQ Families -Working with racialized Families	Gehart Ch 7 McGoldrick Ch 5 or 11 Choose one chapter McGoldrick & Hardy, 26-32 Optional Knudson-Martin, Carmen. (1994). The female voice: Applications to Bowen's family systems theory, <i>Journal of Marital and Family Therapy</i> . 20(1), pgs. 25-49 McGoldrick & Hardy Ch 40

Module 5: 6/9/2020	Mental illness in families	<p>Cowan, K.C. "A journey through the labyrinth of mental illness: families confront a child with a mental illness, driven by a powerful combination of love, uncertainty, worry, and in some cases, desperation." Phi Delta Kappan, Dec. 2014, p.14</p> <p>Michelle D Sherman, M.D., Hooker, S.A Supporting families managing parental mental illness: Challenges and resources. The International Journal of Psychiatry in Medicine. 0(0) 1-10 August 1, 2018</p>
Module 6: 6/16/2020	Structural family therapy Family of Origin Paper Due	<p>McGoldrick & Hardy Chapter 24, Gehart Chapter 5, 15</p> <p>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</p>
Module 7: 6/23/2020	CBT in families and mindfulness	<p>Gehart Ch 8</p> <p>Fredberg, Robert D. (2006). A Cognitive-Behavioral Approach to Family Therapy. Journal of Contemporary Psychotherapy Vol. 36, Issue 4. Date: 12/2006 Pages: 159-165</p> <p>Preira, J. (2014). <i>Can We Play Too? Experiential Techniques for Family Therapists to Actively Include Children in Sessions</i>, The Family Journal, 22: 390-396.</p> <p>Runyon, M., Deblinger, E., Ryan, E. Thakkar-Kolar, R., <i>An Overview of Child Physical Abuse: Developing an Integrated Parent-Child Cognitive-Behavioral Treatment Approach</i>. Trauma Violence Abuse 2004; 5: 65</p> <p>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).</p>
Module 8: 6/30/2020	Narrative family therapy	<p>McGoldrick & Hardy Chapter 22, 34 Gehart Ch 10</p> <p>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"</p>
Module 9: 7/7/2020	Couples therapy	<p>Zielinski, J. (1999) <i>Discovering Imago Relationship Therapy</i>. Psychotherapy: Theory, Research, Practice, Training, 36:1</p> <p>Hinkle, M., Radomski, J., Decker, K. (2015). Creative Experiential Interventions to Heighten Emotional and Process in Emotionally Focused Couples Therapy, The Family Journal, 23, 239-246.</p>

		<p>Doherty, W. "Bad Couples Therapy and How to Avoid it" p. 26 real, T. "The Awful Truth" p 34</p> <p>Gottman, J.M., Silver, N., (1999) <i>The Seven Principles for Making Marriage Work</i>, New York, The Three Rivers Press. Chapters 1 and 2. Pgs. 1-46</p> <p>Bepko, C., Johnson, T., (2004) <i>Gay and Lesbian Couples in Therapy: Perspectives fo the Contemporary Family Therapist</i>. <i>Journal of Marital and Family Therapy</i>, 26(4), 409-419</p>
<p>Module 10 7/14/2020</p>	<p>Solution focused family therapy</p>	<p>Gehart Ch 9</p> <p>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 systemic and critical evaluation of the literature from 1990-2010. <i>J Child Psychol Psychiatr</i>, 54, 707-723.</p> <p>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, <i>THE Family ournal</i>, 18(2), 184-188.</p> <p>Reiter, M., (2004). A Solution Focused Formula Task for Families, <i>Journal of Family Psychotherapy</i>, 15,3, 37-45</p> <p>Optional Seponski, D. (2016). <i>A Feminist-Informed Integration of Emotionally Focused and Solution-Focused Therapies</i>, <i>Journal of Family Psychotherapy</i>, 27:4, 221-242.</p>
<p>Module 11 7/21/2020</p>	<p>Termination and wrap-up</p>	<p>McGoldrick & Hardy, Chapter 36</p>

Assignments

Assignment	Due date	Points
Attendance & Participation	Ongoing	10
Family of Origin Paper	June 16, 2020	30
Small Group Assignment Part 1	Dates chosen during class time	15
Small Group Assignment Part 2	At time of presentation	15
Case Study	July 28, 2020	30

Assignment 1: Family of Origin Paper

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 the McGoldrick's book 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 colors 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 by 6pm in hard copy at the beginning of class.

Write a 4-5 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

25% is genogram readable, and does it describe 3 generations of Family history clearly?

30% does paper demonstrate an understanding of Bowenian theory?

35% does paper incorporate a discussion of culture that is grounded in the readings?

10% grammatically correct, well-organized?

This assignment is worth 30% of your grade and is due in the Assignments tab on Canvas by 1:00pm on June 16, 2020.

Assignment 2: Small Group Assignment

This assignment is a reciprocal assignment in which groups of students will demonstrate a family intervention session, with one group role playing an **actual** family, and one group playing the role of social work team. Each person will have the opportunity to be a family member, and to be on the social work team (on different dates).

The role played “family” may be a client family of one of the group members, the actual family of one of the group members, or a family well known by one of the group members. The following elements will be presented to the class on the day of the presentation, **and to the instructor in written form:**

For the “family” team:

- A very brief description of the family, i.e. an individual presentation for each family member stating their:
 - Gender
 - Age
 - Communication style
 - Personality characteristics
 - Role in family
 - Membership in various dyads, triads
 - Personal thoughts about being a member of the this family
- A description of the presenting issue

For the social work team:

- The key concepts of the method you are modeling, citing the readings for the week
- Your interventive goals
- Your interventive style/format
- What do you think are entry points for the rest of the family as a social worker?
- What traits would a social worker need to engage this family?
- What did you find most challenging when completing this assessment?
- How would you begin the termination process with this family, and how do you know when it is time to terminate?
- What did you find most interesting/valuable/rewarding?

Your demonstration should last 20 to 30 minutes, with each member of the treatment team participating in the intervention. Please note: this is a personal assignment. This will be demanding of you as both a family member, and as the social worker. The nature of family intervention is intimate, and the goals of this assignment is twofold: first to promote nonjudgmental feedback and communication about interventive styles and techniques, and second to expand your family assessment skills.

Each half of this assignment is worth 15% (with a total of 30%) of your grade and dates for the presentations will be picked during the first and second class sessions.

Assignment 3: Case Study

Pick a family with whom you are working or have in-depth familiarity. Please address the following elements in a 7-10 page paper. 5 references from class readings and beyond must be cited in this paper.

- 3 generation genogram on 8 1/2 x 11 paper, carefully constructed.
- Brief assessment of the family, no longer than a page including:
 - Significant demographics including culture, class, gender, as they relate to the presenting problem
- Presenting problem or context. This must be something that needs to change—a particular problem that the interventions will address.
- On what level of the Beavers Scale would you assess this family? Why? How does this level of functioning affect the current problem?
- What is this family's stage of development? How does it affect the current problem?
- What is this family's homeostatic state? How does it support the presenting problem?
- Propose intervention strategies from 3 different models, justifying your choice of model.
- Please suggest at least 2 strategies from each model. Describe how each technique would be used, including dialogue between therapist and family member. Please discuss how you think each of the interventions you have proposed might work, or not work with this family.
- Personal reflection about the assignment.

This assignment is worth 30% of your grade and is due in the Assignments tab on Canvas by 1:00 PM on July 28, 2020

c. Attendance and class participation (10 pts)

- Participation can be a verbal and/or non-verbal action. I will also be looking at the interest in and respect you show other students.
- Reading the newspaper, texting, reading your emails, being on line, etc. will lower your grade significantly. I may or may not speak to you about it, but I do notice and will grade accordingly.
- Absences will lower your grade since:
 - Some material considered essential to the objectives of the course will only be presented in class
 - The application of key concepts and student co-learning requires participation in class discussions and exercises
 - Predictability, reliability and consistency are core to any strong relationship...“being there” is incredibly important to clients, so it is important in this class
 - More than one absence or repeated lateness will lower your grade
- If you are unavoidably absent, please let me know either before the class, or in the case of an emergency, as soon as possible following the class.
- Only people who attend every class and are attentive and responsive to others and at the least contributing verbally on occasion will receive all 10 points

d. Grading

A+ = 100%	B+= 89 – 91%	C+= 78 – 80%
A = 96 – 99%	B = 85 – 88%	C = 74 – 77%
A- = 92 – 95%	B- = 81 – 84%	C- = 70 – 73%

Incompletes are given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The Student Guide criteria will be utilized to make final determinations. The student must formally request an incomplete from the instructor prior to the final week of classes.

If your assignment is unavoidably late, 5% will be deducted if turned in within 5 days of the due date; 10% thereafter and not accepted past 10 days late.

[Grades in Academic Courses and in Field Instruction](#)
[Student Grievance procedures](#)
[policy for grading in special circumstances.](#)

Additional School and University policies, information and resources are available here:
<https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*

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