



Course title:	Advanced Evidence-Informed Interpersonal Practice with Families	
Course #/term:	SW604 / 002, Fall 2020	
Time and place:	Thursday, 6:00pm-9:00pm Remote and B760 SSWB	
Credit hours:	3	
Prerequisites:	Foundation essentials required or permission of instructor	
Instructor:	Erin Martinez	
Pronouns:	She/Her/Hers	
Contact info:	Email: ebschnie@umich.edu	Phone: 313-550-4742
	You may expect a response within 24 hours	
Office:	Zoom	
Office hours:	Monday, 12:00pm-1:00pm please request meeting time via email	

1. Course Statement

a. Course description

This advanced practice course builds on content from the previous foundational course(s) and focuses on family functioning within diverse client populations. The focus of this course is on the development and utilization of family-focused skills and interventions with diverse families in the context of a variety of practice settings such as healthcare, mental health, and other community-based settings.

To inform practice interventions, this course will be grounded in the integration of various current family theories (i.e. attachment theory, general systems theory, communication theory, social construction theory and developmental theory, etc) as well as an overarching neurological perspective. Broad definitions of "family" will be used, including extended families, unmarried couples, single parent families, couples across gender identity and sexual orientation spectrums, adult siblings, "fictive kin," and other

inclusive definitions. The development of clinical skills for engaging, assessing, and intervening with families will be the primary focus of this course.

Focused attention on primary models of family theory and practice will inform intervention techniques and skills taught in the course (i.e. Bowen Family Systems Theory, Satir Transformational Systemic Therapy and addition approach(s) informed by identified theories). This course will address 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, immigration status, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality 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.

b. Course objectives and competencies

- 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. (EPAS 7)
- Describe challenges, risks, and tasks as they apply to diverse groups such as; women, the poor, families of color, and gay and lesbian, single parent families. (EPAS 2)
- Identify and respond to 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, gender identity and class. (EPAS 2)
- Apply and utilize 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. (EPAS 7)
- Demonstrate skills in establishing 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. (EPAS 2,6,7)
- Knowledge of and ability to demonstrate ability to use a variety of specific intervention models and specific intervention techniques. (EPAS 8)
- Develop intervention plans based on assessment of specific case materials and analyze the relationship of subsequent practice activities to those plans. (EPAS 8)
- Critically analyze the use of the DSM 5 in social work practice with families and apply these concepts of assessment when appropriate. (EPAS 7)

- Demonstrate relevant models of prevention and intervention and utilize them to address common challenges faced by families. (EPAS 8)
- Apply methods for evaluating one's own experience of family and one's own value system and how this impacts the use of self in the clinical process with families. Utilize the resulting feedback to modify, when necessary, one's practice with families. (EPAS 9)
- Apply appropriate outcome measures that are reliable and relevant to agreed-upon goals in order to evaluate the effects of family-centered interventions. (EPAS 9)

c. Course design

This advanced practice course will focus on utilization of a **flipped classroom approach** in which students complete pre-work (assigned theoretical and practice reading, exposure to the actual experiences of families through media as case materials, videotapes, etc.) with synchronous class time used for limited didactic lecture and primarily focus on **students actively developing and practicing intervention skills and techniques for use with families.**

Active engagement in a variety of activities, role plays, observation and critical analysis of various interventions with various populations and client needs and constructive peer feedback is critical to the skill development focus of this course.

d. 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.

Attention will be given to acknowledgment and assessment of the unique characteristics of families 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, immigration status, race, religion or spirituality, 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. 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.

Addressing value conflicts that exist toward families in society will be explored to raise the students' awareness of personal and professional values.

Active practice to enhance social justice:

Adapt social justice vision for interpersonal practice utilizing person-centered and recovery-oriented practice methods. Intervention strategies used and skills developed will address cultural sensitivity and promote cultural humility.

Critical Contextual Thinking:

Students during the engagement, assessment, intervention and evaluation phases of work, how privilege, oppression, diversity and social justice impacts the processes in each phase of interpersonal practice based on the social and personal identities of themselves and clients. Selection of interventions and processes of change in work with children, youth, transitional age youth and families with complex needs will be analyzed using a social justice lens, especially as it relates to the pathways to care (e.g. access, resources) for this population.

Conflict, Dialogue and Community:

Students will utilize case consultation and review of potential strategies to develop an ability to critically dissect the advantages and disadvantages of practice methods and strategies relevant to the social and personal identities that are impacted by social justice goals. Develop strategies to engage in interprofessional teams with conflicting roles, responsibilities and ideas.

Critical Awareness, use of self, and strengthening strategies for resilience and generativity:

Personal reflection and personal evaluation of growth and areas to enhance relevant to the professional role in the prevention, intervention and termination processes.

2. Class Requirements

a. Text and class materials

- Required Text:

Gehart, D. R. (2018) (3rd Ed). Mastering competencies in family therapy: A practical approach to theory and clinical case documentation. Boston: Cengage Learning.

Siegal, D. and Hartzell, M. (2014). *Parenting From The Inside Out: How A Deeper Self-Understanding Can Help You Raise Children Who Thrive*. New York: Targee Perigee

Class schedule

9/3/2020 (Week 1) Introduction

Learning Objective: 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 (EPAS 7).

Required Readings To Be Completed By Start of Class:

Gehart Chapters 1-4

Barrett, M. (2016). Keeping the Faith. *Psychotherapy Networker*, May-June. (available on Canvas)

9/10/2020 (Week 2) Engagement: Self-Reflection, Use of Self and Genograms

Learning Objective: Apply methods for evaluating one's own experience of family and one's own value system and how this impacts the use of self in the clinical process with families. Utilize the resulting feedback to modify, when necessary, one's practice with families. (EPAS 9)

Required Readings To Be Completed By Start of Class:

Siegal, Chapter 1-3

9/17/2020 (Week 3) Assessment: Utilizing Attachment Theory and Trauma-Informed Lens

Learning Objective: Apply and utilize 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. (EPAS 7)

Required Readings To Be Completed By The Start Of Class:

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.

Siegal, Chapters 4-6

9/24/2020 (Week 4) Assessment: Utilizing Structural Family Therapy and Intergenerational Family Therapy Models

Learning Objective: Describe challenges, risks, and tasks as they apply to diverse groups such as; women, the poor, families of color, and gay and lesbian, single parent families. (EPAS 2)

Identify and respond to 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, gender identity and class. (EPAS 2)

Critically analyze the use of the DSM 5 in social work practice with families and apply these concepts of assessment when appropriate. (EPAS 7)

Required Readings To Be Completed At The Start of Class:

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. (Available on Canvas)

Gehart, Chapter 5 and Chapter 7

Williams, N., 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 (Available on Canvas)

10/1/2020 (Week 5) Planning: Intervention Plans, Resourcing, Safety Planning and Coordination of Care

Learning Objectives:

Develop intervention plans based on assessment of specific case materials and analyze the relationship of subsequent practice activities to those plans. (EPAS 8)

Required Readings To Be Completed At The Start of Class:

Gehart, Chapters 14-15

10/8/2020 (Week 6) Interventions; Systemic and Strategic Therapies

Learning Objectives: Knowledge of and ability to demonstrate ability to use a variety of specific intervention models and specific intervention techniques. (EPAS 8)

Required Readings To Be Completed Before The Start of Class:

Gehart, Chapter 4

10/15/2020 (Week 7) Interventions: Internal Family Systems, Satir Growth Model

Learning Objectives

Describe challenges, risks, and tasks as they apply to diverse groups such as; women, the poor, families of color, and gay and lesbian, single parent families. (EPAS 2)

Knowledge of and ability to demonstrate ability to use a variety of specific intervention models and specific intervention techniques. (EPAS 8)

Required Readings To Be Completed Before The Start of Class:

Gehart, Chapter 6

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

10/22/2020 (Week 8) Interventions: Cognitive Behavioral Therapies, Mindfulness, Psychoeducation Approaches

Learning Objectives: Knowledge of and ability to demonstrate ability to use a variety of specific intervention models and specific intervention techniques. (EPAS 8)

Required Reading To Be Completed By The Start of Class:

Gehart, Chapter 8

Siegel, Chapters 7-8

10/29/2020 (Week 9) Interventions: Expressive Therapies

Learning Objectives: Knowledge of and ability to demonstrate ability to use a variety of specific intervention models and specific intervention techniques. (EPAS 8)

Reading Requirements: TBA

11/5/2020 (Week 10) Interventions: Collaborative Therapy, Narrative Therapy

Learning Objectives: Knowledge of and ability to demonstrate ability to use a variety of specific intervention models and specific intervention techniques. (EPAS 8)

Required Readings To Be Completed By The Start Of Class:

Gehart, Chapter 10

11/12/2020 (Week 11) Interventions: Emotionally-Focused Therapy, Gottman Method

Learning Objectives: Knowledge of and ability to demonstrate ability to use a variety of specific intervention models and specific intervention techniques. (EPAS 8)

Required Readings To Be Completed By The Start Of Class:

Gehart, Chapter 11

11/19/2020 (Week 12) Evaluation and Termination

Learning Objectives: Apply appropriate outcome measures that are reliable and relevant to agreed-upon goals in order to evaluate the effects of family-centered interventions. (EPAS 9)

Required Reading To Be Completed By The Start Of Class:

Gehart, Chapter 16

11/26/2020 No Class Thanksgiving Break

12/3/2020 (Week 13) Reflection and Professional Development

Learning Objectives: Apply appropriate outcome measures that are reliable and relevant to agreed-upon goals in order to evaluate the effects of family-centered interventions. (EPAS 9)

b. Assignments

Detailed description of assignments and requirements can be found on Canvas in "Assignments" folder. The following assignments along with participation points will result in total grade for course.

Family Experience Reflection

Due Date: 9/17/2020

Total Points: 150

Process Recording from Adult Attachment Interview

Due Date: 10/8/2020

Total Points: 200

Glass Castle Clinical Assessment and Treatment Planning

Due Date: 11/19/2020

Total Points: 300

Attendance and Participation

Due Date: Continuous

Total Points: 50

c. Attendance and class participation

The design of this course requires your attendance and engagement in every class. When you are absent you miss crucial information and the opportunity to participate in reflective and interactive activities that increase understanding and application of information.

Absences beyond one class will be problematic because learning is interactive and requires your engagement. A great deal of content is contained in the design of each class. This is a graduate level course preparing you to use skills that impact the physical, emotional, mental, spiritual and sexual health of human beings. I take very seriously my role in preparing you to engage in social work practice. If there is a life circumstance interfering with your participation it is your responsibility to approach the instructor in a proactive manner. We may discuss an Incomplete for the course if you are unable to fully engage at this time. Circumstances beyond your control may occur causing you to miss a class or part of a class. It is your responsibility to contact the instructor via email prior to your absence. Absences exceeding 1 class or consistent tardiness at the beginning of class or returning from break will result in the deduction of attendance and participation points.

Due to the transition to remote learning in this semester there will be a variety of opportunities to participate. It is encouraged to use your microphone, camera, or chat/text feature to engage in class discussion or ask questions. This is not required but highly encouraged. Participation will be demonstrated and points will be given based on the following:

- Sign-in at the beginning of each class
- Post to Canvas discussion regarding topic of lecture and learning opportunities each class
- Participation in small group discussion and role in reporting back information to large group

Each of us participates differently, and I will strive to honor that diversity among us. As developing social workers, it is imperative that we connect and reflect through the

learning tools available to us to grow and understand the material of the course. In addition to attendance in class it is expected that you are engaged and contributing to the learning community. Predictability, reliability and consistency are core to any strong relationship is incredibly important to clients and it is important to practice and apply in the learning community.

Points	Class Participation & Grading Criteria
50	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.
45	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.
30	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.
10-25	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.

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...?

d. Grading

Assignments are expected to be handed in on their due dates in the format designated on the syllabus. Assignments will be marked down 5% for every day late. If you are experiencing difficulty with course assignments, it is your responsibility to contact the instructor. If you are unable to turn an assignment in by the due date, an email should be sent to your instructor discussing the problem and proposing a solution. It is the discretion of the instructor to determine if accommodations can/will be applied to allow for completion of an assignment past the due date. 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

Additional resources regarding grading, testing and grievances:
MSW Student Guide policies on Grades in Academic Courses and in Field Instruction
as well as Student Grievance procedures and the policy for grading in special
circumstances. Here are some resources around testing and grading from CRLT.
Consider including something here about:

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*