



Course title:	Advanced Evidence-Informed Interpersonal Practice with Families	
Course #/term:	SW 604 - 004, Fall, 2021	
Time and place:	<ul style="list-style-type: none">• Thursday 6-9 PM<ul style="list-style-type: none">○ Live In-Person○ Live Online• Room B770 SSWB	
Credit hours:	3	
Prerequisites:	SW 521 or permission of instructor	
Instructor:	Monica Sampson, LMSW	
Pronouns:	She, Her, Hers	
Contact info:	Email: smonica@umich.edu	Phone: 313.749.8910
	You may expect a response within 48 hours	
Office:	3733 SSWB	
Office hours:	By appointment only via Zoom https://umich.zoom.us/j/93126242810 (Links to an external site.)	

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 an ability to use a variety of specific intervention models and specific intervention techniques. (EPAS 8)
- Develop intervention plans based on the 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 in-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 in-class activities, role plays, observation and critical analysis of various interventions, matching interventions to 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 in 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:
 - McGoldrick, M. and Hardy, K. (2017). (Eds.). [Re-Visioning Family Therapy: Addressing diversity in clinical practice.](#) (3rd ed). New York: Guilford Press. (*click on the link for the e-book*)
- Recommended Materials and Resources
 - Gehart, D. R. (2018) (3rd Ed). Mastering competencies in family therapy: A practical approach to theory and clinical case documentation. Boston: Cengage Learning.
 - [Strengthening Families](#)
 - Please find other weekly learning materials in Canvas

b. Class schedule

Note: whenever possible, alerts will come over email at least a week in advance

Week	Pre-Assignments	Live Meeting	Post-Assignments
Week 1 (Aug 30-Sep4)	[Read] Course syllabus / Gehart Ch 1-3 [Watch] Family Therapy EBP	[In-Person] Sep 2 @ 6PM (B770SSWB)	Individual Annotation (Canvas Discussion due Sep 4)

Course Introduction	videos		
Week 2 (Sep 5- 11) Introduction to Application	[Read] McGoldrick & Gerson (2008) Ch.2&4 / Chavis (2004), Genograms [Watch] 2 Genogram videos in Canvas	[Zoom] Sep 9 @ 6PM	Individual Annotation (Canvas Discussion due Sep 11) Start: Personal Family Story (draft) / Initial self Genogram (draft)
Week 3 (Sep 12 - 18) Engagement	[Watch] Tools and techniques for family therapy. & Systemic Therapies Part II	[In-Person] Sep 16 @ 6PM (B770SSWB) Meet your Group for the Semester	Individual Annotation (Canvas Discussion due Sep 18) Record statement of introduction to families preparing to engage in therapy (ungraded)
Week 4 (Sep 19 - 25) Assessment	[Read] Gehart, Ch 4 [Watch] 2 videos in Canvas Assessment and Engagement in Family Therapy & Systemic Case Concept Part 1	[Zoom] Sep 23 @ 6PM	Individual Annotation (Canvas Discussion due Sep 25) Complete one Family Assessment of client from Week 1 (ungraded)
Week 5 (Sep 26 - Oct 2) Assessment	[Read] Gehart, Ch 5 / Gonzalez et al. (2018) / Lee et al. (2018) [Watch] 1 videos in Canvas Clinical Assessment DSM5 Part 1	[In-Person] Sep 30 @ 6PM (B770SSWB)	Individual Annotation (Canvas Discussion due Oct 2) Case Conceptualization (15pt due Sep 30))
Week 6 (Oct 3- Oct 9) Planning	[Read] Gehart, Ch 6 [Watch] 2 videos in Canvas Satir Family Therapy & Treatment Planning - Mastering Competencies. 2nd ed	[Zoom] Oct 7 @ 6PM	Individual Annotation (Canvas Discussion due Oct 9) Start: Treatment Plan Development
Week 7 (Oct 10 - Oct 16) Intervention	[Read] Gehart, Ch 7 & 8 [Watch] 2 videos in Canvas - Bowen & CBT-CFT	[In-Person] Oct 14 at 6 pm B770SSWB) Groups I & II Present Re-Visioning Family Therapy	Individual Annotation (Canvas Discussion due Sep 16) Start: Practice introducing CBT to family
Week 8 (Oct 17 - 23) Intervention	[Read] Gehart, Ch 10 [Watch] 2 videos in Canvas - Collaborative Therapy & Narrative Therapy	[Zoom] Oct 21 @ 6 pm	Individual Annotation (Canvas Discussion due Sep 23) Family of Origin Paper (25 pt due Oct 21)
Week 9 (Oct 24 - 30)	[Read] Hughes (2017) [Watch] 1 video in Canvas	[In-Person]	Individual Annotation (Canvas Discussion due Oct

Intervention	-Emotionally Focused Therapy	Oct 28 @ 6PM (B770SSWB) Groups III & IV Present Re-Visioning Family Therapy	30)
Week 10 (Oct 31 -Nov 6)) Intervention	[Read] Gehart, Ch 11 [Watch] 1 video in Canvas - Systemic Case Concept Part 2	[Zoom] Nov 4 @ 6PM	Individual Annotation (Canvas Discussion due Nov 6) Case conceptualization: Intervention Plan (15 pt due Nov 4)
Week 11 (Nov 7 - 13) Intervention	[Read] Gehart, Ch 12 [Watch] 1 video in Canvas - Clinical Assessment DSM5 Part 2	[In-Person] Nov 11 @ 6PM (B770SSWB) Groups V & VI Present Re-Visioning Family Therapy	Individual Annotation (Canvas Discussion due Nov 13) Recording Session: Intervention Explanation
Week 12 (Nov 14 - 20) Intervention	[Read] Thom (2018) [Watch] 1 video in Canvas - Progress Notes	[Zoom] Nov 18 @ 6PM	Individual Annotation (Canvas Discussion due Nov 20) Recording Session: Providing Resources/Teaching skill
Week 13 Thanksgiving Break			
Week 14 (Dec 28- Dec 4) Intervention	[Read] Florian (2018) [Watch] 1 video in Canvas - Integrative Family Therapy	[In-Person] Dec 2 @ 6PM (B770SSWB)	Individual Annotation (Canvas Discussion due Dec 2) Recording Session: Utilizing skills Annotated Simulated Session (recorded & paper; 15 pt due Dec 2) Self-Evaluation
Week 15 (Dec 5-9) Evaluation and Termination	[Read] Gehart, Ch 13-15	[Zoom] Dec 9 @ 6PM	Recording Session: Evaluate Family Goals Final Assignment (10pt due Dec 9)

C. Communications Regarding the Course

Students should feel free to email the instructor whenever questions arise. I check my email very frequently and strive to reply promptly, and if I'm going to be away, I will let you know in advance. Email is the means of electronic communication at the University, so I do expect you to check your email regularly as well.

I will periodically post announcements on Canvas, but I will always send an email to alert the class of the announcement. Because I do not always have access to Canvas, please only send emails to me, don't use the message function in Canvas.

I don't have formal office hours. I've found if I set particular hours, at least half of the class will be unavailable during that time. So please make an appointment, either in person or over email. I'm more than happy to meet with each one of you when you have questions, concerns, or just want to talk, and I will do my very best to be as flexible as possible with my schedule.

D. Core Assignments:

Group Assignment

- **Case Conceptualization - Create a Family (15 points, due Sep 30) - Written Family Assessment/Clinical Summary Description of Strengths and Barriers Present.**
Reflect on Structural Family Therapy and Functional Family Therapy: Relate information to mock client/family. After watching the below lecture, create your family for your simulation completing the [Case Conceptualization](#) form and assign roles in your group. The form is [here](#).
- **Case conceptualization- intervention plan and presentation for your intervention family (15 points, due Nov 4)** Complete a draft of your first family assessment session. [Gehart case conceptualization form and intervention plan](#) Evaluate and revise the assessment and intervention plan after the second session. Designate which group members have primary responsibility for each section conceptualization but the project will be a shared group assignment. Each group will record a session to be observed by peers and assessed for their final project. Complete the case conceptualization form and the intervention forms and attach them here. You should use the appropriate theory-specific case conceptualization--but the systemic case conceptualization, which includes multiple theories, is likely to be most relevant. In the submission text box, please summarize the contribution each team member made to the preparation of these documents. This can include what sections they took primary responsibility for, who reviewed and edited the document, or other forms of participation. This is to encourage good team collaboration on the final product. Please work to give space for each member to contribute substantively and also please take responsibility for making a

strong individual contribution to the final product. This is similar to what is required when teams submit an article for publication--each team member's contribution to the final article is identified. A sentence or two about each team member's contribution should suffice. The whole team should review this statement. I recognize there may not be complete consensus on all the details of the statement--so team members can feel free to write me a comment based on their contribution if they feel the group statement is not fully reflective of their contribution. The Assessment form is [here](#) The Treatment Plan is [here](#)

- **Deep Reading - "Re-Visioning Family Therapy" Addressing Diversity in Clinical Practice (5 points, Due Oct. 14, Oct. 28, Nov. 11)** You will be grouped together randomly. Your group will take 30-45 minutes during one of the in-person classes to present to the class, a summary of this information in PODS/antiracist format.

Your presentation should be set up as a lecture with visual aids such as a PowerPoint, Prezi, or something else more creative.

Individual Assignment

- **Annotated simulated Session (15 points, due Dec 2)** Annotate your simulated group session. Each team member will be particularly responsible for annotations for their activity during the session. Submit a 1-2 page reflection to evaluate and discuss issues not included on the annotation addressing the following questions:
 - 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 would be your personal goals in working with 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?
- **Individual Annotation of Online Lectures: (total 10 points, due every Saturday by 6PM)** Watch weekly online lectures covering the class content outside of class, and annotate them. Post your response to the following Discussion Questions:
 - Short summary of the content
 - Think about the subject matter and apply the concept to a real-life experience
 - What are 3 key takeaway thoughts?
 - Come up with about 3 questions you may have for further discussion
 - Identify the impact PODS have in this lecture
 - Comment on at least two peer posts (**Due every Sunday**).
- **Family of Origin Paper (25 Points, due Oct 21):** 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 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 clients 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, the prevalence of divorces, religious affiliations, illnesses, substance abuse problems) on genogram. You may want to use different colored pencils to illustrate alliances, coalitions, cut-offs, and triangles. The genogram must be on an 8 1/2 by 11 sheet and carefully drawn and turned in by 2 PM in Canvas (before 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.

- **Final Assignment: Annotated simulated Session Observation and paper (10 points, due Dec 13)** Review of all sessions/simulations from your peers and provide Analysis of the selected intervention strategy: Strengths and Challenges with each stage of conceptualization: Engagement, Assessment, Planning, Intervention & Termination. include any findings of PODS during the simulation.

Assignment	Due date	Percent of the overall grade
Case Conceptualization, Create a Family	September 30, 2021	15%
Family of Origin Paper	October 21, 2021	25%
Case conceptualization, intervention plan for your intervention family	November 4, 2021	15%

Annotated Simulated Session (recorded & paper)	December 2, 2021	15%
Annotated simulated Session Observation and paper	December 9, 2020	10%
Deep Reading - "Re-Visioning Family Therapy" Addressing Diversity in Clinical Practice	Groups I&II - Oct 14, 2021 Groups III&IV - Oct 28, 2021 Groups V&VI - Nov 11, 2021	5%
Annotated Discussion in Canvas	Every week submitted in Canvas in the Discussion Section	10%
Attendance and Class Participation	12/14 classes will earn you full credit	5%

E. Attendance and class participation (5 points)

Student attendance is expected. Students are responsible for securing lecture notes and handouts when circumstances prevent attendance. Lectures will be recorded. While I understand that absences may sometimes occur, an excessive number of absences will result in lowering your final grade. Please contact me if personal matters or illnesses are interfering with regular class attendance. Please note in order to earn full points for class participation and attendance, you must be live for 13/15 classes, participate in group activities and group discussions. Attendance will be taken.

F. Grading

The criteria for each grade are as follows:

- A Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of the assignment. The difference between A+, A, and A- is based on the degree to which these skills are demonstrated.
- B+ Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.

B Mastery of subject content at level of expected competency – meets course expectations

Four Notes on Grading:

1. Class attendance and class participation are essential for this course. Therefore; you are expected to attend, to be prepared, and to make reasonable contributions. It is your responsibility to get materials, handouts, or class notes from one of your classmates if you are unable to attend a class.
2. It is best not to assume you will receive an “A” in this course. I grade on a relative, not absolute, grading scale. Since virtually all of you were “A” students as undergraduates there will be a natural and necessary redistribution at the graduate level.
3. In general, I do accept challenges to grades. However, challenges must be in writing (not verbal); must be specific; and must be based on substantive arguments (or mathematical errors) not on nebulous references to “fairness.” I reserve the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted upwards or downwards.
4. Here are some reference links regarding grading:
 - o [Grades in Academic Courses and in Field Instruction](#)
 - o [Student Grievance procedures](#)
 - o [CRLT Testing and Grading](#)
5. General Expectations for Written Work. Written work will be evaluated in relation to how well it addresses the topic and the clarity of the presentation. It is important to follow assignment instructions carefully. Please edit your work. If possible have someone proofread for you. Spell checkers and grammar checkers are useful, but not as reliable as a human reader. Please note I do grade on the quality of the writing. Clear writing is generally aligned with clear thinking.

Assessment Classification	Range	Grade	Grade Point
Excellent Work	94-100	A	4.0
(above course expectations)	91-93	A-	3.7
Good Work	88-90	B+	3.3
(meets course expectations)	84-87	B	3.0
	81-83	B-	2.7
Poor Work	78-80	C+	2.3
(meets minimal course expectations)	74-77	C	2.0
	71-73	C-	1.7

Failing Work	0-70	F	0.0
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CLASS RECORDING & COURSE MATERIALS

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

COVID-19 STATEMENT

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including properly wearing a face-covering in class and compliance with the University COVID-19 Vaccination Policy. Other applicable and additional safety measures may be described in the Campus Maize & Blueprint. Your ability to participate in this course may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity and those seeking an exemption related to the vaccination requirement should submit an exemption request through WolverineAccess. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

HEALTH-RELATED CLASS ABSENCES

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is not required.

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*