



SCHOOL OF SOCIAL WORK

UNIVERSITY OF MICHIGAN

Course title:	Advanced Evidence Informed Practice for Families	
Course:	SW 604 Spring/Summer 2022	
Time/Day:	Tuesday, 8:00 A.M. -12:00 P.M.	
Credit hours:	3	
Instructor:	Brooke Buys, LMSW, PhD-C	
Pronouns:	She, her, hers	
Contact info:	Email: bbbuys@umich.edu	Phone: 269.716.0116
	<i>You may expect a response within 48 hours</i>	
Office hours:	By appointment via email request with SW 604 in subject line	

1. Course Statement

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.

a. Course Description

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:

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. (EPAS 7)
2. 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)
3. 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)
4. 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)
5. 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)
6. Knowledge of and ability to demonstrate ability to use a variety of specific intervention models and specific intervention techniques. (EPAS 8)
7. Develop intervention plans based on assessment of specific case materials and analyze the relationship of subsequent practice activities to those plans. (EPAS 8)
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)
9. Demonstrate relevant models of prevention and intervention and utilize them to address common challenges faced by families. (EPAS 8)
10. 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)

11. 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 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.

2. Class Requirements

a. Text and Class Materials

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

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

Recommended but not required:

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

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

Other great books!:

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

Boyd-Franklin, N. (2006). *Black families in therapy: understanding the African American experience*. New York, NY. The Guilford Press.

Fern, J. (2020). *Polysecure: Attachment, Trauma and Consensual Nonmonogamy*. Thorntree Press LLC.

Gottman, J. M., & Silver, N. (2015). *The seven principles for making marriage work: A practical guide from the country's foremost relationship expert*. Harmony.

Family Art Therapy: Foundations of Theory and Practice (2015): 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. (2007). *Collaborative therapy with multi-stressed families*. New York, NY. The Guilford Press.

McGoldrick, M., Gerson, R., & Petry, S. S. (2020). *Genograms: Assessment and intervention*. WW Norton & Company.

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

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

Schwartz, R. C., & Sweezy, M. (2019). *Internal family systems therapy*. Guilford Publications.

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

b. Class Schedule

b. Class Schedule Session 1: (May 10th)

Introduction to course; format, expectations Intro to working with families Levels of intervention: directive, symptom focused, insight focused

Session 2:

Family Assessment, Family Systems Theory, & Fundamental Concepts

Gehart, D. R. (2018): Part III: Chapters 11 and 12.

Optional Readings:

Carr, A. (2000) Evidence Based Practice in Family Therapy and Systemic Consultation. *Journal of Family Therapy*. 22(3), 273-295

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.

Session 3:

Multigenerational Family Therapy Assessment through a Generalist Lens Murray Bowen

Gehart, D. R. (2018): Chapter 7 and Chapter 13.

**McGoldrick, M., Gerson, R., & Petry, S. (2020). *Genograms: Assessment and treatment*. WW Norton & Company. Chapter 2 and Chapter 3. (for your genogram assignment).

Optional Readings:

Barsky, A. (2020): Sexuality- and Gender-Inclusive Genograms: Avoiding Heteronormativity and Cisnormativity, *Journal of Social Work Education*, DOI:10.1080/10437797.2020.1852637

McCullough-Chavis, A. (2004). Genograms and African American families: Employing family strengths of spirituality, religion, and extended family network. *Michigan Family Review*, 9(1).

Huss, E., & Cwikel, J. (2008). "It's hard to be the child of a fish and a butterfly": Creative genograms: Bridging objective and subjective experiences. *The arts in psychotherapy*, 35(2), 171-180.

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).

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.

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

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:

Structural Family Therapy

Gehart, D. R. (2018): Chapter 5 and Chapter 14.

Optional Readings:

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.

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.

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

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

Session 5:

LGBTQ+ & Family Therapy

Gehart, D. R. (2018): Chapter 15

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.

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

Carlson, T. S., & McGeorge, C. R. (2012). LGB affirmative training strategies for CFT faculty: Preparing heterosexual students to work with LGB clients. In J. J. Bigner & J. L. Wetchler (Eds.), *Handbook of LGBT-affirmative couple and family therapy* (pp. 395–408). New York, NY: Routledge.

Giammattei, S. V., & Green, R. J. (2012). LGBTQ couple and family therapy. *Handbook of LGBT-affirmative couple and family therapy*, 1-22.

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.

Session 6:

Experiential Family Therapy Gehart, D. R. (2018): Chapter 6 Start Taibbi (2015): Chapters 1-4 **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.

Cowley, A.S., (2000), On Satir's Use of Self, *Journal of Couples Therapy*, 9,3-4, 51-68

Freeman, M.L., (1999), Virginia Satir: A woman and a Social Worker Beholden to No One, *Journal of Couples Therapy*, 8(1), 1-15.

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

Session 7:

Emotionally Focused Therapy & Couples Therapy Taibbi (2015): Chapters 5-8

Optional Readings:

Denton, W. (2008) Conducting an Initial Session in Emotion Focused Therapy for Couples: Suggestions for Beginning EFT Therapists, *Journal of Couple & Relationship Therapy*, 7:2, 113-135, DOI: 10.1080/15332690802106844

Foroughe, M., Stillar, A., Goldstein, L., Dolhanty, J., Goodcase, E. T., & Lafrance, A. (2019). Brief Emotion Focused Family Therapy: An Intervention for Parents of Children and Adolescents with Mental Health Issues. *Journal of marital and family therapy*, 45(3), 410-430.

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

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

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

Parra-Cardona, J., Córdova, D., Holtrop, K., Escobar-Chew, A., & Horsford, S. (2009). Culturally informed emotionally focused therapy with Latino/a immigrant couples. *Multicultural couple therapy*, 345-368.

Other Articles on Couples Therapy:

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

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

Chapters 1 and 2 Scarf, M. (1995). Intimate Worlds. New York. Random House. Chapter 2, pgs. 23-36. 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.

Session 8:

Strategic Family Therapy

Gehart, D. R. (2018): Chapter 4

Taibbi (2015): Chapters 9-10.

Optional Readings:

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

Haley, J. (1973). Strategic therapy when a child is presented as the problem. Journal of the American Academy of Child Psychiatry.

Keim, J. "Strategic therapy."

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."

Session 9:

Narrative Family Therapy/Social Constructionist Models Gehart, D. R. (2018): Chapter 10

Taibbi (2015): Chapters 11-12

Optional Readings:

Carey, M., & Russell, S. (2003). Outsider-witness practices: Some answers to commonly asked questions. International Journal of Narrative Therapy & Community Work, 2003(1), 3.

Combs, G., & Freedman, J. (2012). Narrative, poststructuralism, and social justice: Current practices in narrative therapy. The Counseling Psychologist, 40(7), 1033-1060.

Dickerson, V. (2016) (ed.). Poststructural and Narrative Thinking in Family Therapy, AFTA SpringerBriefs in Family Therapy, DOI 10.1007/978-3-319-31490-7_1

Fox, H. (2003). Using Therapeutic Documents-A Review. *International Journal of Narrative Therapy & Community Work*, 2003(4), 26.

Madigan, S. (2012). Narrative Family Therapy. *Family Therapy Review: Contrasting Contemporary Models*, 151.

May, J. C. (2005). Family attachment narrative therapy: Healing the experience of early childhood maltreatment. *Journal of marital and family therapy*, 31(3), 221-237.

Monk, G., & Gehart, D. R. (2003). Sociopolitical activist or conversational partner? Distinguishing the position of the therapist in narrative and collaborative therapies. *Family Process*, 42(1), 19-30.

Noble, A., & Jones, C. (2005). Benefits of narrative therapy: holistic interventions at the end of life. *British Journal of Nursing*, 14(6), 330-333.

Kelley, P. (1995) Integrating Narrative Approaches into Clinical Curricula: Addressing Diversity through Understanding, *Journal of Social Work Education*, 31:3, 347-357, DOI: 10.1080/10437797.1995.10672270

Session 10:

Solution Focused Therapy Gehart, D. R. (2018): Chapter 9 Taibbi (2015): Chapter 13-14

Optional Readings:

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.

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 11:

A.C.T. Family Therapy

Gehart, D. R. (2018): Chapter 8

Optional Readings:

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.

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.

Session 12:

IFS & Parts Work

Assignments

Assignment	Due Date	Points
Discussion & Dialogue	On-going	20
Engagement Strategy	TBD	20
Genogram	TBD	25
Integration of Models	TBD	35

Assignment #1: Discussion & Dialogue (20 points)

Assignment #2: Engagement Strategy (20 points)

This assignment is designed for you to apply culturally appropriate strategies to engage and build rapport with a difficult family case. In each vignette you are asked to consider how you (whom the family is meeting for the very first time) could develop a working relationship and to support your intervention strategies with the assigned reading material in the syllabus.

When reading the vignette, think about the unique strengths and challenges each family member presents and how you can use that knowledge to build rapport.

Vignettes: Pick 1 Family

#1 Joseph and Marcus

Joseph a 70 year old Jewish-American gay male calls your agency for couples counseling for him and his partner. Due to the pandemic, Joseph reports that he and his partner Marcus (who is African-American) have been fighting more and he would like for them to discuss with someone how they can better communicate with each other. You have all of the intake paperwork which identifies that Joseph and Marcus have been partners for 25 years and are currently residing in low income apartments specifically for seniors. Upon arriving to the session, you notice that Joseph appears very thin and you can see bruising on his forearms.

#2 Rick, Judy and Billy and Katrina

Rick (55) and Judy (50) who are white, low-middle class, and living in a rural area come to you for mandatory court counseling for their son Billy (16) who was recently caught drunk driving. Katrina (14) is also attending the counseling session as part of the guidelines of your agency. Rick and Billy come into the session both looking angry and not happy to be there. As you begin the session, Rick says to you: "I don't know why we are here, every kid experiments with alcohol and it is no big deal to be driving down some dirt roads drunk."

Remember, this paper is only about engagement.

1. What is (are) the major obstacle(s) in engaging this family?
2. What is your clinical countertransference in working with this family? Please use the first person tense for this section.
3. What does the literature/research say about engagement with this family or client?
4. What is your strategy to engage this family considering all your answers above?

Grading Rubric:

Select 1 of the vignettes. The paper should be 4-6 pages in length (not counting your title page or reference list), double-spaced, with 1-inch margins on all sides, with 12 point Times New Roman font. The evaluation of the paper will be based on whether you addressed all aspects of the assignment (answering questions 1-4), the quality of your written work (graduate level writing, organization, flow, clarity, depth, mechanics of writing such as grammar, spelling, etc.), and the correct application of APA style. Avoid citing from only one source to support entire sections of your paper. Proofread and edit your work.

Aspects of this assignment are from the University of Southern California course (SW544).

Assignment #3

Family of Origin Paper (25 points)

Draw a genogram or utilize a genogram software like: <https://www.genogram.org/>, genopro (if you have a PC) or WondershareEDMax (<https://www.edrawsoft.com/template-medical-genogram.html>). All software programs are free.

You will draw a genogram on your own family. If you don't feel comfortable writing about your own family, you can also utilize a family you are currently working with or have worked with in the past.

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 software programs do this automatically.

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. I would like you to include at least 2 articles either from the class readings or outside sources to support your discussion on theory. 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 your family. Here is an additional resource for understanding Bowenian theory: <https://www.thebowencenter.org/core-concepts-diagrams>

Grading Rubric:

The evaluation of the paper will be based on whether you addressed all aspects of the assignment, including the quality of your written work (graduate level writing, organization, flow, clarity, depth, mechanics of writing such as grammar, spelling, etc.), and the correct application of APA style. Avoid citing from only one source to support entire sections of your paper. Proofread and edit your work.

1. Is the genogram readable, and does it describe 3 generations of family history clearly?
2. Does the paper demonstrate an understanding of Bowenian theory?
3. Does the paper incorporate at least 2 readings within the discussion of family culture?

Assignment #4

Final Paper /Integration of the Models (35 points)

This 9-11 page paper should focus on a current family or couple with whom you are working (or have worked) in your practicum. If you don't have one currently, please see me. 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 Rubric:

The paper should be 9-11 pages in length (not counting your title page or reference list), double-spaced, with 1-inch margins on all sides, with 12 point Times New Roman font.

The evaluation of the paper will be based on whether you addressed all aspects of the assignment, the quality of your written work (graduate level writing, organization, flow, clarity, depth, mechanics of writing such as grammar, spelling, etc.), and the correct application of APA style. Avoid citing from only one source to support entire sections of your paper. Proofread and edit your work.

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?

d. Attendance and Class Participation

Attendance: Attendance is necessary for participation to occur but attendance alone is not enough – you have to actively engage – ask and answer questions, make comments. 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. 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 refer to the MSW Student Guide for policies related to attendance and class participation found here: <https://ssw.umich.edu/msw-student-guide/section/1.08.00/17/policy-on-class-attendance>

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.

Inclusivity Policy

Social and economic justice is one of the key themes of social work practice, research, and education. As a social work community, we must encourage each other to critically examine issues related to power, privilege, and oppression. As a result, there will be class discussions, activities, or assignments that may be difficult or challenging. In order to have the most supportive environment possible, we must all commit ourselves to fostering an inclusive, anti-oppressive space in which each person takes responsibility for their own language, actions and interactions. It is important that we actively *listen* to each other about how our words and actions are affecting one another and the learning environment, knowing the impact is more important than intent. It can be difficult to navigate the dual priorities of supporting authentic free speech, and holding active regard for one another being open to diverse perspectives and ideas. I recognize that microaggressions happen (by all of us, to all of us); however, overt slurs in relation to race, sex, age, ethnicity, gender, gender identity, gender expression, sexual orientation, religion/world view, immigration status, size, nationality, dis/ability status, marital status, political affiliation, or any other identities, will be addressed directly. Throughout the course, we will negotiate other guidelines about class discussions. Please bring your best selves to our classroom space.

SPRING/SUMMER 2022 SEMESTER NOTE:

This semester will continue to pose many challenges to our physical and emotional wellbeing. We are still living through a pandemic, have a shifting political environment leading to community mobilization and civic unrest, and our semester will be occurring through a tumultuous and contentious transfer of presidential power and the fallout thereafter. Considering the stress and distress these factors will contribute to our daily lives throughout the semester, I encourage you to think about your capacity and strive for trying your best and not for perfection. Please communicate often with your instructor with any barriers or issues that come up throughout the semester so we can collaboratively support your success in this course.

e. Grading

The Grading Scale is:

A = 100% - 95% A- = 94% - 90%

B+ = 89% - 86% B = 85% - 83% B- = 82% - 80%

C+ = 79% -76% C = 75% -73% C- = 72% - 70%

A+ is reserved for exceptional work.

Please refer to the MSW Student Guide for additional questions on grading and grading for special circumstances: <https://ssw.umich.edu/msw-student-guide/section/1.07.00/14/grades-in-academic-courses-and-in-field-instruction>. <https://ssw.umich.edu/msw-student-guide/section/1.07.01/15/grades-for-special-circumstances>.

f. Class Recording and 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.

g. 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. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University's Face Covering Policy for COVID-19. Your ability to participate in this course in-person/hybrid 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. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. 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.

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*

Syllabus Adapted Colleen Crane, The University of Michigan