



<b>Course title:</b>	Advance Evidence-Informed Interpersonal Practice With Families	
<b>Course #/term:</b>	SW604 / 002 Fall 2022	
<b>Time and place:</b>	Thursday, 6:00pm-9:00pm, SW 3752	
<b>Credit hours:</b>	3	
<b>Prerequisites:</b>	Foundation Essentials Required	
<b>Instructor:</b>	Erin Martinez	
<b>Pronouns:</b>	She/Her/Hers	
<b>Contact info:</b>	<b>Email:</b> ebschnie@umich.edu	<b>Phone:</b> 313-550-4742
	You may expect a response within 24 hours	
<b>Office:</b>	3733 Residential / Zoom remote	
<b>Office hours:</b>	Friday 12:00pm-1:00pm or by appointment	

## 1. Course Statement

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### 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**

Apply family assessment frameworks in a way that is ecological, family-centered, and takes into account individual and family needs, problems and experiences within the family, and resources, opportunities, and oppressive forces of the social environment. (EPAS 7)

Model appropriate clinical engagement with family resources, strength, challenges and risks 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 principles of NASW code of ethics to relationships and service delivery with family members across a range of diversity dimensions. (EPAS 2, 6, 7)

Develop intervention plans based on models and techniques that are appropriate to specific assessment materials (e.g. IPV, SUD, etc.). (EPAS 8)

Engage in clinical decision-making that considers families who are experiencing mental health diagnoses from the DSM-5. (EPAS 7)

Demonstrate relevant models of prevention and intervention and utilize them to address common challenges faced by families. (EPAS 8)

Evaluate the impact of one's own experience and values on the use of self in clinical process with families to ensure continuous improvement of service. (EPAS 9)

Evaluate the effects of family-centered interventions using appropriate outcome measures. (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

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### a. Text and class materials

Required Text:

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

Roberts, Dorothy. (2022). *How the Child Welfare System Destroys Black Families – And How Abolition Can Build a Safer World*.

Taibbi, R. (2015). *Doing Family Therapy: Craft and Creativity in Clinical Practice*. (3<sup>rd</sup> Edition). New York: Guilford Press

In addition to the required text there will be required readings posted to Canvas. All readings should be completed on the day of class they are listed on this syllabus.

### b. Class schedule

#### 9/2/2022 (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:

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

Gehart, Ch. 1-3

Taibbi, Ch. 1-2

9/9/22 (Week 2) Collaboration Strategies and Trauma-Informed Practice

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:

Gehart: Chapter 4

Roberts Introduction, Ch. 1

Taibbi Ch. 2-3

9/16/22 (Week 4) 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 13-15 (Required Text)

Taibbi, Ch. 4

9/23/22 (Week 3) Interventions: 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:

Gehart, Ch.5 and Ch. 7

Roberts, Ch. 3

9/30/22 (Week 5) 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, Ch. 4

Taibbi, Ch. 5

Roberts Ch. 4

10/7/22 (Week 6) Interventions: Internal Family Systems REMOTE!

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, Ch. 6  
Taibbi Ch. 6  
Roberts, Ch. 5

10/14/22 (Week 7) Interventions: Satir Growth

Learning Objective: Model 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:

Taibbi, Ch. 8-9  
Roberts, Ch. 6

10/21/22 (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 readings to be completed by the start of class:

Gehart, Chapter 8 Cognitive-behavioral family therapy and mindfulness therapy  
Taibbi, Ch. 10  
Roberts, Ch. 7

10/28/22 (Week 9) Interventions: Emotionally Focused Therapy and Attachment Theory

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

Reading readings to be completed by the start of class:

Gehart, Chapter 11  
Siegal, D. and Hartzell, M. (2004). How We Attach. Parenting from The Inside Out. Penguin Group Inc. (Available on Canvas)  
Siegal, D. and Hartzell, M. (2004). How We Make Sense of Our Lives. Parenting from The Inside Out. Penguin Group Inc. (Available on Canvas)

### 11/4/22 (Week 10) Interventions: 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)\_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 readings to be completed by the start of class:

Deaton, J., Ohrt, J. (2019). Integration of Expressive Techniques in Multisystemic Therapy with At-Risk Adolescents. *The Family Journal*. (27) 1. (Available on Canvas)

Gehart, Chapter 10

Taibbi, Ch. 12

Roberts, Ch. 9

### 11/11/22 (Week 11) Intervention: Expressive Therapy and Solution-Focused Therapy

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 readings to be completed by the start of class:

Gehart, Ch. 9

Taibbi, Ch. 14

### 11/18/22 (Week 12) Intervention: Gottman Modality

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 readings to be completed by the start of class:

Gehart, Ch. 8 Gottman Modality

Roberts, Ch. 11

### 12/2/22 (Week 13) Evaluation

### 12/9/22 (Week 14) Reflection and Termination

#### **c. Assignments**

##### Attendance and class participation

Due Date: Continuous

Total Points: 50

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.

There may be some classes that we meet remotely. You will receive information for this via an announcement on Canvas. In remote, synchronous learning there is a variety of ways 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/they 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/they 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/they 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.
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Multicultural Ground Rules (from The Program on Intergroup Relations, University of Michigan)<sup>[SEP]</sup>

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.<sup>[SEP]</sup>
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.<sup>[SEP]</sup>
13. Are there other ground rules that the class would like to add...?

Reading Reflections

Due Date: TBA Based on group schedule

Total Points: 100

See Canvas Assignments for details regarding this assignment.

Purpose: The purpose of this assignment is to incorporate the readings for the course into the overall learning goals for the course and the particular week’s topic.

Family Reflection

Due Date: 9/30/22

Total Points: 150

See Canvas Assignments for details regarding this assignment.

Purpose: The purpose of this assignment is to reflect on your own family experience to increase a sense of vulnerability in the assessment process and awareness in the influence of family in the development of self.

P.O.D.S. Capacities:

Recognize the impacts of privilege and inequities on various levels of social ecology (individuals, family, organizations, community, society).
Value and use multiple ways of knowing and constructing knowledge.
Understand how an individual, family, group, community, organizational, nationality/citizenship history, culture, positionalities, sources of power (ascribed and earned), and multiple ways of knowing shape their perceptions, attitudes, cognitive processes, actions and consequences.
Analyze assumptions that underlie presumably universal practice methods (including evaluation and research) (i.e., decenter dominant frameworks).
Learn from those with different voices, values and experiences, including different ways of knowing.
Demonstrate knowledge and skills for intersectional humility (be able to suspend one’s own assumptions and perspectives in order to understand / recognize alternative world views).

Family Simulation

Purpose:

The purpose of this group assignment is to develop and present a case conceptualization and intervention plan and to reflect on the facilitation of a simulated family session.

Course Outcomes

This assignment provides documentation of student ability to meet the following course outcomes:

Apply family assessment frameworks in a way that is ecological, family-centered, and takes into account individual and family needs, problems and experiences within the family, and resources, opportunities, and oppressive forces of the social environment. (EPAS 7)

Develop intervention plans based on models and techniques that are appropriate to specific assessment materials (e.g. IPV, SUD, etc.). (EPAS 8)

Engage in clinical decision-making that considers families who are experiencing mental health diagnoses from the DSM-5. (EPAS 7)

Evaluate the effects of family-centered interventions using appropriate outcome measures. (EPAS 9)

### Part 1: Task 1: Group Assignment Case Conceptualization

Due Date: 10/7/22

Total Points: 100

See Canvas Assignments for complete assignment description

Each team will complete a case conceptualization for a simulated family. Designate which group members have primary responsibility for each section conceptualization but the project will be a shared group assignment.

### Part 2: Task 2: Group Assignment Intervention Plan

Due Date: 11/4/22

Total Points: 100

See Canvas Assignments for complete assignment description

Based on the case conceptualization, each team will submit an intervention plan. Designate which group members have primary responsibility for each section conceptualization but the project will be a shared group assignment.

### Part 3: Individual Reflection or Annotation

Due Date: 12/9/22

Total Points: 100

See Canvas Assignments for complete assignment description

Based on your facilitation of the simulated group session you will develop a reflection paper or annotation of the recording of your session.

P.O.D.S. Capacities

This assignment connects to the following [P.O.D.S. capacities](#):

Identify and implement steps to work towards social justice in specific practice contexts (practice methods and areas, including making linkages across practice levels and methods)
Use processes that promote social justice, including those that resist and reduce disempowering and marginalizing dynamics (e.g., use accessible language, attend to power and marginalizing dynamics in groups and organizations, value diverse leadership and participation styles).
Build on positive sources of power to envision and work toward social justice; work to reduce disempowerment.
Identify how inequities are manifested, maintained and reinforced in social systems, theories, processes and social work practice of different types and levels.
Recognize the impacts of privilege and inequities on various levels of social ecology (individuals, family, organizations, community, society).
Value and use multiple ways of knowing and constructing knowledge.
Understand how an individual, family, group, community, organizational, nationality/citizenship history, culture, positionalities, sources of power (ascribed and earned), and multiple ways of knowing shape their perceptions, attitudes, cognitive processes, actions and consequences.
Analyze assumptions that underlie presumably universal practice methods (including evaluation and research) (i.e., decenter dominant frameworks).
Learn from those with different voices, values and experiences, including different ways of knowing.
Demonstrate knowledge and skills for intersectional humility (be able to suspend one's own assumptions and perspectives in order to understand / recognize alternative world views).
Use critical structural thinking (derive implications for goals and actions from theories and knowledge and apply them to promote change for social justice A & B).

#### d. Grading

Assignments are expected to be handed in on their due dates in the format designated on the <sup>[L]</sup><sub>[SEP]</sub>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. <sup>[L]</sup><sub>[SEP]</sub>The criteria for each grade follows: <sup>[L]</sup><sub>[SEP]</sub>

- e. A+ = 100<sup>[L]</sup><sub>[SEP]</sub>
- f. A = 96-99<sup>[L]</sup><sub>[SEP]</sub>
- g. A- = 92-95<sup>[L]</sup><sub>[SEP]</sub>
- h. B+ = 89-91<sup>[L]</sup><sub>[SEP]</sub>
- i. B = 85-88<sup>[L]</sup><sub>[SEP]</sub>
- j. B- = 81-84<sup>[L]</sup><sub>[SEP]</sub>
- k. C+ = 78-80<sup>[L]</sup><sub>[SEP]</sub>
- l. C = 74-77<sup>[L]</sup><sub>[SEP]</sub>
- m. C- = 70-73<sup>[L]</sup><sub>[SEP]</sub>
- n. D = 65-79
- o. E = less than 65

Additional resources on grading can be found in the following linked resources:

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

p. Class Recording and Course Materials

If you will be absent and would like to request a recording of the class or if you have a learning need that would be aided by review of recordings please reach out to me individually via email. I will do my best to post recordings of specific elements of the class that are necessary. Please respect the privacy of our class and discussions and do not screen shot chats or record without permission from instructor.

Additional information on class recordings can be found the [Recording and Privacy Concerns FAQ](#):

*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.]*

q. 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](#).

r. 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.

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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*