



# SCHOOL OF SOCIAL WORK

UNIVERSITY OF MICHIGAN

<b>Course title:</b>	Advanced Evidence Informed Practice for Families	
<b>Course:</b>	SW 604 003 FALL 2022	
<b>Time/Day:</b>	FRIDAY 2:00-5:00 p.m.	
<b>Credit hours:</b>	3	
<b>Instructor:</b>	Dr. Brooke Buys, PhD, MSW	
<b>Pronouns:</b>	She, her, hers	
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	<i>You may expect a response within 48 hours</i>	
<b>Office hours:</b>	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.

Gibson, Lindsay. (2015). *Adult Children of Emotionally Immature Parents*

**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.