Course title: Advance Evidence-Informed Interpersonal Practice With Families
Course #/term: SW604 002 Spring/Summer 2023
Time and place: Tuesday, 8:00am-12:00pm, SW3816
Credit hours: 3
Prerequisites: Foundation Essentials Required
Instructor: Erin Martinez
Pronouns: She/Her/Hers
Contact info: Email: ebschnie@umich.edu Phone: 313-550-4742
You may expect a response within 24 hours
Office: 3733 Residential / Zoom remote
Office hours: By Appointment

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

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)

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

a. Text and class materials

Required Texts:


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.

Recommended Text:


b. Class schedule

5/9/23 (Week 1) Introduction, Collaboration and Trauma-Informed Lens
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).
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)

Readings:

Gehart Chapter 2 Research and Ethical Foundations
5/16/23 (Week 2) Attachment Theory, Case Conceptualization and Treatment Planning

Readings:
Gehart: Chapter 13: Case Conceptualization
Gehart: Chapter 14: Clinical Assessment
Roberts: Prologue and Introduction
Taibbi Chapter 2: Core Concepts: Process, Patterns, Problems, and Resistance
Taibbi Chapter 3: The Basic Six

5/23/23 (Week 3) Interventions: Structural Family Therapy

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)

Readings:
Gehart, Chapter 5: Structural Family Therapy
Roberts, Chapter 1: Destroying Black Families
Taibbi, Chapter 4: In the Beginning: Great Expectations

5/30/23 (Week 4) Interventions: Intergenerational Family Therapy Model

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)

Readings:
Gehart, Chapter 7: Intergenerational and Psychoanalytic Family Therapies
Roberts, Chapter 3, Professional Kidnappers
Taibbi, Ch. 5: In the Beginning: Running the Sessions

6/6/23 (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)
Readings:

Gehart, Chapter 4: Systemic and Strategic Therapies
Roberts, Chapter 5: Strong-Armed
Taibbi, Chapter 6: The Middle Stage: Are We There Yet?

6/13/23 (Week 6) Interventions: Internal Family Systems

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)

Readings:

Gehart, Chapter 6: Experiential Family Therapies
Roberts, Chapter 6: The Foster-Industrial Complex

6/20/23 (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)

Readings:

Roberts, Chapter 7: Family Surveillance
Taibbi, Chapter 8: Billy Has a Problem: Kids in the Family

6/27/23 (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)

Readings:


Gehart, Chapter 8: Cognitive-Behavioral and Mindfulness-Based Couple and Family Therapies
Taibbi, Chapter 7: Endings: Enough Already

7/4/23 No Class Independence Day Observed

7/11/23 (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)

Readings:

Gehart, Chapter 11: Evidence-Based Treatments in Couple and Family Therapy


7/18/23 (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)

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)

Readings:

Gehart, Chapter 10: Collaborative and Narrative Therapies

Roberts, Chapter 11: Care in Place of Terror

Taibbi, Chapter 14: Staying Sane: Survival Tips for Therapists

7/25/23 (Week 11) Reflection, Evaluation, and Termination

c. Assignments

Reading Group Facilitation
Due Date: TBA
Purpose: You will be the designated group facilitator for reading group for 1 week of class. You are responsible for submitting a summary of each reading assigned in that week of class. The summary should be 1 paragraph per reading. These summaries will be shared with your group. Additionally, provide an open-ended question to explore each reading. This question should
help the reading group examine the reading content related to the social work code of ethics and/or PODS. Both the summaries and questions should be uploaded to Canvas prior to your facilitation.

**Family Analysis**
Due Date: 6/6/23
Purpose: This paper will offer the opportunity to reflect on your own family dynamics and your role within your family. The first part of this assignment should demonstrate your ability to utilize a modality of family therapy to interpret the system of your family of origin and the second part of this assignment requires reflection on how your experiences in your family of origin influences your work as a social worker

**Group Project: Family Simulation**
Purpose: This group assignment will allow you to practice the interventions discussed in the readings and lecture of this course. You will have time in class to complete simulations of family therapy sessions. Following your simulations you will reflect on progress, challenges of your simulated family as well as give/receive feedback for facilitation. This feedback will take place in discussion posts on Canvas and is a weekly graded assignment. The group papers associated with this project, the case conceptualization and treatment plan will allow you to apply multiple theories learned in the course.

**Group Project Schedule/Assignments**

<table>
<thead>
<tr>
<th>Date</th>
<th>Theory</th>
<th>Assignment</th>
<th>Simulation/Case</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/16/23</td>
<td>Attachment Theory</td>
<td>Discussion Post</td>
<td>Simulation 1</td>
</tr>
<tr>
<td>5/23/23</td>
<td>Structural Family Therapy</td>
<td>Discussion Post</td>
<td>Simulation 2</td>
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<tr>
<td>5/30/23</td>
<td>Intergenerational</td>
<td>Discussion Post</td>
<td>Simulation 3</td>
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<tr>
<td>6/6/23</td>
<td>Systemic &amp; Strategic</td>
<td>Discussion Post</td>
<td>Simulation 4</td>
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<tr>
<td>6/13/23</td>
<td>Internal Family Systems</td>
<td>Discussion Post</td>
<td>Simulation 5</td>
</tr>
<tr>
<td>6/20/23</td>
<td>Satir</td>
<td>Discussion Post</td>
<td>Simulation 6</td>
</tr>
<tr>
<td>6/27/23</td>
<td>CBT, Mindfulness &amp; Expressive Therapies</td>
<td>Discussion Post</td>
<td>Simulation 7</td>
</tr>
<tr>
<td>7/11/23</td>
<td>Emotionally Focused Therapy</td>
<td>Discussion Post</td>
<td>Simulation 8</td>
</tr>
<tr>
<td>7/18/23</td>
<td>Narrative Therapy</td>
<td>Discussion Post</td>
<td>Simulation 9</td>
</tr>
<tr>
<td>7/25/23</td>
<td></td>
<td></td>
<td>In-Class Reflection</td>
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Discussion Posts
Following your weekly family simulation you will be responsible for sharing feedback and responding to feedback in your group. Offering thoughtful feedback about your experience as a family member in experiencing the interventions as well as feedback as a fellow student related to that week’s facilitation will be an important element of this project. You will receive 20 points for each post and response. Discussion posts should be made each week by Friday at 12pm.

Case Conceptualization
Due Date: 6/13/23
Purpose: This assignment will build skills in clinical writing as well as application of assessment material from multiple theoretical modalities. Your group will use the case conceptualization form found on Canvas. Individual group members should label material they are responsible for but the group will collaborate on this project and submit one finalized case conceptualization.

Treatment Plan
Due Date: 6/27/23
Purpose: This assignment will build from the case conceptualization and allow the group to create a family treatment plan. The treatment plan should include goals, objectives and interventions from 2 of the modalities studied in this course (for example, Structural Family Therapy, Emotionally Focused Therapy). 1 goal, 2 objectives and a description of interventions should be offered for each phase of treatment.

Attendance and class participation
Attendance is a requirement. Points will be deducted if you miss more than one class. Communication with the instructor of any absence is expected. Excessive absences (3 or more) will result in an overall failing grade for the course.

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. 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

**Multicultural Ground Rules** (from The Program on Intergroup Relations, University of Michigan)

1. Our primary commitment is to learn from each other, from course materials and from our work. We acknowledge differences amongst us in backgrounds, skills, interests, values, scholarly orientations and experience.
2. We acknowledge that sexism, classism, racism, heterosexism, and other forms of discrimination (religion, age, ability, language, education, size, geographic location etc.) exist and may surface from time to time.
3. We acknowledge that one of the meanings of sexism, classism, racism is that we have been systematically taught misinformation about our own group and members of devalued groups. The same is true about elitism and other forms of prejudice or bias -we are taught misinformation about others and ourselves.
4. We will try not to blame people for the misinformation we have learned. However, we hold each other responsible for not repeating misinformation or offensive behavior after we have learned otherwise. 5. Victims should not be blamed for their oppression.
6. We assume that people are always doing the best they can, both to learn the material and to behave in non-biased and multiculturally productive ways.
7. We will share information about our groups with other members of the class, and will not demean, devalue, or "put down" people for their experiences or lack of experiences.
8. We will actively pursue opportunities to learn about our own groups and those of other groups, yet not enter or invade others' privacy when unwanted.
9. We each have an obligation to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls which prohibit individual development, group progress and cooperation and group gain.
10. We want to create a safe atmosphere for open discussion. Members of the class may wish to make a comment verbally or in an assignment that they do not want repeated outside the classroom. Therefore, the instructor and participants will agree not to repeat the
remarks outside the session that links a person with his/her identity.
11. We will challenge the idea or the practice, but not the person.
12. We will speak our discomfort.
13. Are there other ground rules that the class would like to add...?

d. **Grading**

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

e. A+ = 100
f. A = 96-99
g. A- = 92-95
h. B+ = 89-91
i. B = 85-88
j. B- = 81-84
k. C+ = 78-80
l. C = 74-77
m. C- = 70-73
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.
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