1. Course Description:

This course will build on the content presented in course SW 521 (i.e. Interpersonal Practice with Individuals, Families, and Small Groups). This course will present a theoretical analysis of family functioning and integrate this analysis with social work practice. Broad definitions of "family" will be used, including extended families, unmarried couples, single parent families, gay or lesbian couples, adult siblings, "fictive kin," and other inclusive definitions. Along with theories and knowledge of family structure and process, guidelines and tools for engaging, assessing, and intervening with families will be introduced. The most recent social science theories and evidence will be employed in guiding family assessment and intervention. This course will cover all 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 differences in race, ethnicity, gender, sexual orientation, and other factors. 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. An overview will be given of current models of practice.

2. Course Content:

Content on the engagement phase will emphasize methods for overcoming barriers to help-seeking that are both internal and external to the family. Students will learn how to identify client-worker differences and how to find common ground with clients. In particular, students will learn methods for engaging the most reluctant family members. Assessment content will
draw from the major theories of family functioning and life span development, as well as meta-theories that address social forces (e.g. sexism and racism). A sampling of reliable assessment measures will be introduced and applied. Goal setting and planning will flow from the assessment of the family, the goals of the family and its individual members, empirical evidence for different approaches, and ethical considerations. A variety of intervention and prevention models will be presented, along with the specific methods and procedures of each model. Included will be work with nontraditional families, couples counseling, and divorce and separation counseling. The role of social work in the primary prevention of family problems will be emphasized (e.g. family life education programs). Methods for the evaluation of intervention and prevention efforts will be covered, including the use of self-report and observational measures.

3. Course Objectives:

Upon completion of the course, students will be able to:

1. Articulate a conceptual framework that takes into account individual and family needs, problems and experiences within the family, and resources and opportunities of the social environment. Within such a framework, students will be able to:
   a) identify the normative experiences, risks, and needed tasks as families move through each developmental stage.
   b) discuss these challenges, risks, and tasks as they apply to women, the poor, families of color, and gay and lesbian families.
   c) describe the resources, strengths, and effective family processes across diverse populations including those based on ethnicity, race, sexual orientation, and class.

2. Apply 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, and the impact that the students’ own value system has on their assessment formulations.

3. Establish 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.

4. Identify various models of prevention and intervention and explain the applicability of each model to the challenges faced by families. From an array of family-centered models of practice, students will select prevention and treatment interventions that can be applied to families and their larger social context.

5. Select appropriate outcome measures that are reliable and determined by agreed upon goals in order to evaluate the effects of family-centered interventions.

4. Course Design:

The content of this course will be delivered using a combination of cognitive, affective and experiential methods. Specifically, the design will include lectures, assigned theoretical and practice reading, discussion, and writing assignments (cognitive); exposure to the actual
experiences of families in general and to those of particular families, through such media as case materials, videotapes, and client personal descriptions (affective); and role-playing as worker and as family member (experiential).

5. Relationship of the Course to Four Curricular Themes:

- **Multiculturalism and Diversity** will be addressed by considering the unique characteristics of families of various ethnic and racial groups 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.

- **Social Justice and Social Change** will be addressed through a multi-systems perspective in which students will view the family as a system within, and affected by, a larger social structure. Family assessment will consider the impact of poverty and discrimination based on gender, race, ethnicity, sexual orientation, and other factors in causing or maintaining families' problems. Traditional solutions to family problems will be analyzed for their potential to maintain oppression. Empowerment models of practice will be stressed, including the involvement of natural helping networks and teaching advocacy skills to families.

- **Promotion, Prevention, Treatment, and Rehabilitation** will be addressed by identifying the family functions and processes, which are useful for the successful development of its members. Prevention programs will be described that are designed to help the general population and at-risk families to avert problems before they develop (e.g. marital enhancement, parent education, premarital counseling, parent-school linkages, etc.).

- **Behavioral and Social Science Research** will be addressed by discussing the relationship of theoretical and empirical knowledge to family practice, by describing the theoretical frameworks within which practice methods may be carried out, and by identifying and critiquing the techniques and outcomes of evaluation which have been used with each practice method.

6. Relationship of the Course to Social Work Ethics and Values:

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. Presentation of value conflicts that exist toward families in society will be used to raise the students' awareness of personal and professional values.

7. Source Materials:

A. Books & Articles


**B. Journals**

Families in Society

Family Process

Family Therapy Networker

Journal of Marital and Family Therapy

Journal of Family Psychology

Required Reading

**Required Texts:**


3. Social Work Library Reserve:

Videos (On Reserve in the Social Work Library)

Aponte, Harry. *A Daughter Who Needs a Mother.*
Berg, Insoo Kim. *I’d Hear Laughter.*
Boszermenyi-Nagy, Ivan. *I Would Like to Call You Mother*
Cambridge Educational Production. *Being Gay: Coming Out in the 21st Century From a Secret Place.* Gay and lesbian young adults and their parents discuss the coming out process.
Lerner, Stephen. *Constructing the Multigenerational Family Genogram*
Madigan, Steve. *Narrative Therapy.*
Montalvo, Braulio. *A Family with a Little Fire.*
White, Michael. *Escape from Bickering.*

Assignments and Grading Basis

1. **General Requirements for Written Assignments**

All written assignments must be submitted electronically (e-mail attachment or Ctools), with correct spelling, grammar, sentence structure, and use of the 5th edition guide of the American Psychological Association where citations and a reference list are appropriate. There are no page expectations or limits. Use your judgment regarding what is required to thoroughly address the criteria.

Turning in work that is copied from another student or copied or developed from the work or ideas of an author is considered plagiarism. The most recent Student Guide to the MSW Program reads as follows in this regard:

4.091: Plagiarism
Plagiarism is taken very seriously at the University of Michigan and is grounds for expulsion from the University. It is your responsibility to familiarize yourself with the information presented at this website: [http://www.lib.umich.edu/handouts/plagiar.pdf](http://www.lib.umich.edu/handouts/plagiar.pdf)

Some assignments may call for or allow collaborative work and, if so, that is acceptable, although equal participation and contribution is expected from each student. **In fairness to other students, a penalty of 5 points must be assigned for every 24 hours or fraction thereof that a written assignment is late.**
2. **Grading basis for written assignments.**

Requirements for written assignments are summarized immediately below this paragraph. Additional, more detailed descriptions of each written assignment are provided in the Assignments section of Resources on the Ctools site. All written assignments will be based on two elements: a) The extent to which the paper follows all requirements of the assignment, that is **accuracy**; and b) the **quality** of the paper. Quality is used here to refer to depth of work, critical thinking, conceptual clarity, creativity, and innovativeness. Grading is as follows:

A+  -  Exceptional with regard to items a and b above. The paper is unusual in its high quality even compared to what would be expected with regard to superior graduate work.
A  -  Excellent with regard to items a and b above. No indication for change or improvement is noted. Differs from A+ only in the comparative quality of the paper.
A-  -  Very good with regard to items a and b above. Minimal changes are recommended that the writer may have found useful in improving the paper.
B+  -  Good work. The student has mastered what was called for in the assignment, with regard to a and b, and quality is above mastery in a one or more areas.
B  -  Good work. The student has mastered what was called for in the assignment with regard to a and b, in quite an acceptable way.
B-  -  The student has mastered what was called for in the assignment
C  -  The mastery demonstrated by the submitted work only minimally meets expectations. There are a number of deficits.
C-  -  The grade here differs from the C grade in the presence of an even greater number of deficits.
D  -  The work submitted does not demonstrate mastery of the assignment, either in accuracy or in quality or both.

3. **Written practitioner assessment and intervention plan. Must be turned in at the beginning of the class in which the student will serve as co-practitioner.**

Each student will assume the role of co-practitioner for one family role-play session. The approach of the practitioner is expected to follow the family intervention approach assigned for that particular role-play segment. At the end of the first class session, students will receive copies of all role-play scenarios. You should use this information, along with readings and videos assigned for that segment, to prepare a plan by which you will approach assessment and intervention with the family you will be “seeing” as co-practitioner. Use knowledge specifically gained from the assigned readings, review of empirical research, and clinical videos related to the model to develop the plan. In developing your plan, try to conceptualize the “problem” according to the model you’ll be using which should help you to have a beginning explanation for why the problem exists, how to proceed with engaging the family, assessing, and intervening.

The written plan should include the student’s understanding of the thinking underlying the particular model, that is:

- What do proponents of the model believe is the source of problems of a family or an individual in a family, i.e., what do they consider explains the existence of a problem?
• What suggestions are given for engaging the family?
• What methods or techniques are recommended to assist the family in resolving the problem?
• What is considered the basis for using these methods or techniques, that is, how are they expected to work and why?
• How will you utilize this information in approaching this particular family?

4. Written practitioner process evaluation. **Must be turned in one week following the class in which the student serves as co-practitioner.**

One week following the completion of the session for which the student served as co-practitioner, and after viewing the video of the family session, the student should complete a written evaluation of the process of the previous session. This should include:

• What were the goals of the family and the practitioner(s) for the session?
• How was assessment of the family approached and in what way did it coincide with the model?
• What was the outcome of the assessment?
• What interventions were used to accomplish the goals of the session?
• To what extent did the interventions used coincide with the model.
• What was the outcome of the interventions used (that is, to what extent were they effective in accomplishing the goals for the session or in making progress in that direction.)
• If the practitioner(s) were to continue working with this (role play) family, utilizing the same model, where would they like to go from here – in the next session, and in future work with the family.

While the co-practitioners may want to discuss these together (and probably will), the papers should be written and submitted independently.

5. Brief empirical review paper. **Must be turned in on the same date as the Plan, with the exception of the first two role play sessions, for which the Empirical Review Paper will be due two weeks following the role play session.**

The purpose of this assignment is to insure evidence-based practice or ethical best practices in your work with families. You are asked to complete a literature search and written report of the empirical evidence or of the information described in the literature as best practices for the family therapy model you will utilize in the role play for which you served as co-practitioner. Discuss the design and outcome of the research, critique the evidence with regard to its strengths and limitations, and discuss specifically how the knowledge gained can be applied (or was applied) in your session with the role play family. This paper must be turned in at the time you submit your Plan, with the exception of the first two role plays. In those cases, the Empirical Review paper can be turned in two weeks following the role play.
6. Written critique and fishbowl discussion of each of 4 chapters from the McGoldrick text. Written critiques must be submitted at the start of the class in which the student is scheduled to lead the fishbowl discussion.

Each student is expected to read all chapters in the McGoldrick text, according to the course outline. However, each student will be responsible for three chapters. At the beginning of the semester, sets of two to three students will be assigned to read and develop a written critique of three of the 30 chapters in the McGoldrick text.

Each written report should include a) a brief summary of the chapter, b) a discussion of its strengths and limitations generally, c) a discussion of its strengths and limitations as related to social work practice with families, and d) one or two questions for use in leading a full-class discussion. Student pairs/triads will be asked to sit before the class and give a one- or two-sentence synopsis of the chapter, then lead a discussion of the prepared question(s). [Students may wish to collaborate in planning how the fishbowl discussion will be led, including who will lead the discussion for each chapter. However, both/all students in the pair or triad will read and independently develop written critiques of all four chapters assigned to them.] Class members will also be encouraged to raise questions or to make comments regarding the readings at this time.

Attendance and Participation

It is my desire that your experience in this course is beneficial to you in your future practice as a social worker. Therefore, I will make every effort to facilitate your success in the learning experiences that have been incorporated by 1) using my role as teacher to demonstrate skills and techniques in working with families; 2) providing didactic and experiential encounters that are considered useful in social work practice with families; 3) providing a supportive learning environment; 4) being clear regarding expectations of you in the course; 5) being fair and impartial in grading. Please call to my attention any questions or lack of clarity regarding any of the assignments.

Expectations

Because this is a skills-development course, prompt attendance at, and participation in all class sessions in their entirety is essential. SW 623 is the only course offered in the School for preparation for advanced social work practice specifically with families. Since the knowledge derived from this class is based in large part on experiential activities such as role-playing, it is expected that you will:

- attend all class sessions
- remain in each class for its entirety (both during the lecture/discussion and the role play segments)
- do the required readings prior to each class
- view the required videotapes prior to each class
- participate in discussions and other class activities.
Structure

Each four-hour class will be divided into two sessions and structured as follows:

Segment 1:
1:10 – 2:00 PM - Lecture #1/skill-building exercises
2:00 – 2:10 PM - Break
2:10 – 3:00 PM - Role play
3:00 – 3:15 PM - Break

Segment 2:
3:15 – 3:30PM - Role play debriefing
3:30 – 4:45 PM  Fishbowl presentations and discussions
4:45 – 4:55 PM - Wrap-up and plan for next week.

Although attendance at all classes is expected, absence from three segments is permitted without penalty. You should use your discretion in being absent, but absences may be permitted for such reasons as your own illness or that of a family member, death of a family member, observation of religious holidays, job or field placement interviews, or other personal needs. **Absences from more than three class segments (totaling 1 1/2 class periods) will result in an automatic deduction of 5 points from your final grade for each missed class segment beyond the three allowed.** A **sign-in sheet will be made available at the beginning of each class segment. It is the student’s responsibility to make sure he or she signs it. Students who have an extended illness or incapacity or other circumstance causing them to miss class beyond the three segments allowed, have the alternative withdrawing from the course and taking it at a later time. Failure to participate in any of the required experiential learning activities will result in a deduction of 5 points each from your final grade.**

Course Philosophy and Format

Philosophy

Beginning in the early 1990s, the field of family intervention moved from a modernist era, where the focus was on the family as a group with problems that had something done to it by an expert problem-solving practitioner, to a post-modern era where the focus is on the family as its own expert. In these later collaborative models of intervention, the role of the practitioner is to facilitate the family’s rediscovery of its own expertness. These models are especially appropriate for families that are socially, politically, and economically disenfranchised since they are received as collaborators in the practice arena. While this is a substantial shift in paradigms from theoretical models of the 1980’s and before, these newer models did not arise independently. Instead, they evolved on the shoulders of models that came before. I consider it important, therefore, that students not only become familiar with the knowledge, values, and skills of these newer models, but that they familiarize themselves also with the earlier models on
which the more collaborative methods were built. Finally, I believe families do not exist in a vacuum but within cultural, economic, political, and social systems that influence family functioning and well-being and the functioning and well-being of family members. It is therefore important that students learn how these systems influence families and the implications for practice outcomes and for policy.

**Format**

The format of this course is established according to the above philosophy. We will begin the course with a brief discussion of the history and progression of the field in this regard (including the contribution of the social work profession to family theory and practice), move to a discussion of whether and why the focus on family relationships (rather than on individual functioning), and consider how families and the individuals in them develop differentially in view of their cultural, economic, political and social contexts.

**Reading assignments and videos**

Each week you will be assigned one chapter in the Lawson and Prevatt text and/or other selected readings, related to a model of social work practice with families. In many cases videos will also be assigned for required viewing prior to the class in which they will be discussed. These videotapes or CDs will also be placed on reserve in the Social Work Library. A special room and equipment have been provided in the Library for viewing these videotapes. Group viewing is recommended although they may also be checked out according to the usual Reserve policy of the Social Work Library. Please come prepared to discuss assigned readings and videos as part of the lecture/skill-building segment of the class.

In addition to an emphasis on theory and skill development related to various practice models, the course will emphasize the importance of culture as context surrounding the functioning of families. Therefore, in addition to lecture and discussion of the practice model assigned for the week, each class will include “fishbowl presentations” and discussions of assigned readings from Monica McGoldrick’s *Re-visioning Family Therapy: Race, Culture and Gender in Clinical Practice*. Each student is expected to complete the readings in the McGoldrick text assigned for that week. Chapter assignments will be made during the first class session.

**Role plays**

During the role-play segments for the first class, I will serve as practitioner and will ask for volunteers to serve as the role play family, including creating a scenario for the role-play. These sessions will be videotaped and segments of the tapes may be played during class sessions throughout the semester to demonstrate certain elements of course content.

Also during the first class, role-play groups of four persons each will be formed randomly. Groups will be given time during that first class period to meet, decide on the “problem” scenario they will use and who in the group will play what role. The details of the role play scenario should be written up and handed in. I will copy them and submit packets of all copied scenarios by the end of the first class session. I will also type them up and have them placed on
our Ctools site within 24-48 hours. Remember to include your original group number and the names of the role-play “family” members and what roles they will play.

Situations from ones own practice experience may be used as long as information is changed to protect confidentiality. However, students are asked to be creative in forming the family. There are a number of possible family forms. **Diversity in family forms and in practice settings is strongly encouraged.** Also, in developing role-play scenarios, please pay attention to the statements in this syllabus regarding Course Content and Objectives, and the Relationship of the Course to the curricular themes having to do with multiculturalism, diversity, and social justice. Role play scenarios may involve an office visit or a home visit. **Role play someone of your own gender and use your own name, although your “age” will need to reflect that of the person whose role you are playing.** If racial or ethnic identity is an important aspect of the role play scenario, that may be taken into consideration as well.

Each class member is expected to take one turn as family member and as social work co-practitioner. Family role-play scenarios will be acted out in the interviewing room of the clinical suite. Remaining class members will observe through a one-way mirror. Role-plays will be videotaped.

**Course Outline**

**Monday, May 9, 2005**

**Segment I: 2752 SSWB Classroom (1:10-5:00PM)**
1. Introductions, review of syllabus, philosophy of the course, formation of small groups (role play groups and McGoldrick text reading assignments)
2. **Role-play demonstration: 2686 SSWB Clinical Suite (2:00-3PM)**

**Segment II: 2752 SSWB Classroom (3:15-4:55PM)**
1. Role play debriefing.
2. **Video: Being gay: Coming out in the 21st century.**
3. Wrap-up and plan.

**Monday, May 16, 2005  Solution-focused model**

**Segment I:**

**Required reading:**
Madsen, Introduction and Chapter 1: “Working with multi-stressed families: From technique to attitude. (SW Library Reserve)
Lawson & Prevatt, Chapter 10: “Solution-focused brief therapy” (Herb Klar and Insoo Kim Berg)

Case Study: A Substance-abusing father and the family.

**Required Video:** *I’d Hear Laughter* (Insoo Kim Berg). Session with a Caucasian couple and their
adolescent daughter, being seen because of the mother’s concern about recent changes in the daughter’s personality, behavior, and academic achievement.

1. Lecture/discussion/skill-building  
2. Role play

**Segment II:**

1. Role play debriefing
2. Fishbowl presentation/discussion. Required reading: McGoldrick text:
   - Chapter 2 – “Theorizing Culture: Narrative Ideas and Practice Principles” (Joan Laird).
   - Chapter 3 – “The Cultural Meaning of Family Triangles” (Celia Jaes Falicov)
   - Chapter 4 – “Social Class as a Relationship: Implications for Family Therapy” (Jodie Kliman)
3. Wrap-up and plan.

Monday, May 23, 2005  Narrative model

**Segment I:**

*Required reading:*
Lawson & Prevatt text, Chapter 12 – “Narrative Therapy: The Work of Michael White” (Bruce C. Prevatt) Case Study: Alcoholism Undermines a Marriage
From *The Family Therapy Networker, Vol. 18* (SW Library Reserve and CTools Site):
   - O’Hanlon, “The Third Wave”
   - Epston, “Extending the Conversation”

*Required Video: Narrative Therapy* with Steve Madigan. Session with an African American mother and her son, Ollie, who has been fined and court-ordered to do community service following an altercation with a fellow student at his school. Calls attention to differences in the race of practitioner and family.

1. Lecture/skill-building exercises/discussion  
2. Role play

**Segment II:**

1. Role-play debriefing
2. Fishbowl presentations/discussions: Required reading: McGoldrick text:
   - Chapter 5 – “Beliefs, Spirituality, and Transcendence: Keys to Family Resilience” (Froma Walsh)
   - Chapter 6 – “Climbing Up the Rough Side of the Mountain” (Paulette Moore Hines)
   - Chapter 9 – “The Dynamics of a Pro-Racist Ideology” (Kenneth V. Hardy and Tracey A. Laszloffy)
3. Wrap-up and plan.
Monday, May 30, 2005 – MEMORIAL DAY HOLIDAY – Class will not meet.

Monday, June 6, 2005  Humannistic model

Required reading:
Lawson & Prevatt, Chapter 7 – “The Humanistic Approach of Virginia Satir”
    (Edith C. Lawrence) Case Study: Rebuilding Connections in a Family Coping with Incest
Required Video: Harry Aponte. A Daughter who Needs a Mother. Session with an African American blended family in which the mother, three children from a previous marriage and one child from the current marriage, are being seen following the oldest child’s (daughter) intentional overdose with aspirin.

Segment I:
1. Lecture/discussion/skill-building exercises  2752 SSWB Classroom (1:10-1:50PM)
2. Role play  2686 SSWB – Clinical Suite (1:10-3PM)

Segment II: 2752 SSWB – Classroom (3:15-4:45PM)
1. Role-play debriefing
2. Fishbowl presentations/discussions: Required reading: McGoldrick text:
   Chapter 29 – “Marginal Illuminations: A Fifth Province Approach to Intracultural Issues in an Irish Context” (Nollaig O’Reilly Byrne and Imelda Colgan McCarthy)
   Chapter 30 – “The Challenges of Culture to Psychology and Postmodern Thinking” (Charles Waldegrave)
3. Wrap-up and plan.

Monday, June 13, 2005 Integrated, intergenerational (Bowenian) model

Segment I:
Required reading: Lawson & Prevatt, Chapter 2, “Integrated Intergenerational Family Therapy” (David M. Lawson) Case Study: A Single Parent with Depression and Anxiety

1. Lecture/discussion/skill-building  2752 SSWB – Classroom (1:10-1:50PM)
2. Role play  2686 SSWB – Clinical Suite (2-3PM)

Segment II:  2752 SSWB – Classroom (3:15-4:55PM)
1. Role play debriefing
2. Fishbowl presentations/discussion: Required reading: McGoldrick text:

Chapter 7 – “Race and the Field of Family Therapy” (Robert-Jay Green)
Chapter 8 – “Training Programs for Multicultural Transformation” (Robert-Jay Green).
3. Wrap-up and plan.

Monday, June 20, 2005  Contextual model

Segment I:
**Required reading:** Lawson & Prevatt, Chapter 1 – Contextual Family Therapy (Catherine Ducommun-Nagy), Case Study: work with a client with psychosis and her family.

**Required Video:** Ivan Boszrmenyi-Nagy: *I Would Like to Call You Mother.* Interview with a Caucasian intergenerational family with multiple issues.

1. Lecture/discussion/skill-building  
   **2752 SSWB – Classroom (1:10-1:50PM)**
2. Role play  
   **2686 SSWB Clinical Suite (2-3PM)**

Segment II: **2752 SSWB – Classroom (3:15-4:55PM)**
1. Role-play de-briefing
2. Fishbowl presentations and discussion: Required reading: McGoldrick text:
   Chapter 11 – “White Privilege: Unpacking the Invisible Knapsack” (Peggy McIntosh)
   Chapter 12 – “Body Ritual among the Nacirema” (Horace Miner)
   Chapter 13 – “Dismantling White Male Privilege within Family Therapy” (Ken Dolan-Del Vecchio)
3. Wrap-up and plan.

Monday, June 27, 2005  Structural model

Segment I:
**Required reading:** Lawson & Prevatt, Chapter 5 – “Structural Family Therapy” (Sylvia Kemenoff, Jolanta Jachmeczyk, and Andrew Furrner). Case Study: Four examples of problem family structures.

**Required Video:** Braulio Montalvo: A Family with a Little Fire. Session with a single-parent African American family of four being seen after the oldest child set a fire during the mother’s absence.

1. Lecture/discussion/skill-building  
   **2752 SSWB – Classroom (1:10-1:50PM)**
2. Role play  
   **2686 SSWB Clinical Suite (2-3PM)**

Segment II:  
**2752 SSWB – Classroom (3:15-4:55PM)**
1. Role-play debriefing
2. Fishbowl presentations and discussions: Required reading: McGoldrick text
   Chapter 26 – “Clinical Reflections on Refugee Families: Transforming Crises into Opportunities” (Matthew R. Mock)
   Chapter 27 – “Migration and the Disruption of the Social Network” (Carlos E. Sluzki)
   Chapter 28 – “The Impact of Multiple Contexts on Recent Immigrant Families” (Marsha Pravder Mirkin)
3. Wrap-up and plan.

Monday, July 4, 2005 – INDEPENDENCE DAY. Class will not meet.

Monday, July 11, 2005 Palo Alto model

Segment I:
   **Required reading:** Lawson & Prevatt, Chapter 6 – “The Brief Therapy Approach of the Palo Alto Group” (Karen Schlanger and Barbara Anger-Diaz). Case Study: An Adult Son Remains at Home.
   **Required Video:** None is required at this time.

1. Lecture/discussion/skill-building 2752 SSWB – Classroom (1:10-1:50PM)
2. Role play 2686 SSWB Clinical Suite (2-3PM)

Segment II: 2752 SSWB – Classroom (3:15-4:55PM)
1. Role play debriefing
2. Fishbowl presentations and discussions. Required reading: McGoldrick text:
   McGoldrick text, Chapter 14 – “Black Genealogy Revisited: Restorying an African American Family” (Elaine Pinderhughes)
   McGoldrick text, Chapter 15 – “The Discovery of My Multicultural Identity” (Fernando Cólon)
   McGoldrick text, Chapter 18 – “No Longer an Orphan in History” (John Folwarski)
3. Wrap-up and plan.

Monday, July 18, 2005 Milan systemic therapy model

Segment I:
   **Required reading:** Lawson & Prevatt, Chapter 8 – “Milan Systemic Therapy (Frances F. Prevatt). Case Study: Acting-out children provide a shield for marital difficulties.
   **Required Video:** None is required at this time.

1. Lecture/discussion/skill-building 2752 SSWB – Classroom (1:10-1:50PM)
2. Role play 2686 SSWB Clinical Suite (2-3PM)

Segment II: 2752 SSWB Classroom (3:15-4:45PM)
1. Role-play debriefing
2. Fishbowl presentations and discussions: Required reading: McGoldrick text:
McGoldrick text, Chapter 20 – “African American Couples in Therapy” (Nancy Boyd-Franklin and Anderson J. Franklin)
McGoldrick text, Chapter 24 – “The Families of Lesbian Women and Gay Men” (Thomas W. Johnson and Michael S. Keren)
McGoldrick text, Chapter 25 – “Latinas in the United States: Bridging Two Worlds (Nydia Garcia-Preto)

3. Wrap-up and plan.
Monday, July 25, 2005 Strategic model

Segment I:

**Required reading:** Lawson & Prevatt, Chapter 9 – “Strategic Therapy (Jim Keim). Case Study: Working with an oppositional child and her family.

**Required video:** None is required at this time.

1. Lecture/discussion/skill-building  2752 SSWB – Classroom (1:10-1:50PM)
2. Role play  2686 SSWB Clinical Suite (2-3PM)

Segment II: 2752 SSWB Classroom (3:15 – 4:55PM)
1. Role-play debriefing
2. Fishbowl presentations and discussions. Required reading: McGoldrick text:
McGoldrick text, Chapter 22 – “Intercultural Couples” (Joel Crohn)
McGoldrick text, Chapter 23 – “Marriages of Asian Women and American Military Men: The Impact of Gender and Culture” (Bok-Lim C. Kim)
McGoldrick text, Chapter 17 – “Racial Unity from the Perspective of Personal Family History: Where Black and White Entered Our Families” (Jayne Everette Mahboubi and Ashburn Pidcock Searcy)
3. Wrap-up and plan.

Monday, August 1, 2005 Psychoeducational model and Ethical Issues in Family Intervention.

Segment I:


**Required video:** None is required at this time.

1. Lecture/discussion/skill-building  2752 SSWB – Classroom (1:10-1:50PM)
2. Role play  2686 SSWB Clinical Suite (2-3PM)

Segment II: 2752 SSWB Classroom (3:15-4:55PM)
1. Role play debriefing
2. Fishbowl presentations and discussions: Required reading: McGoldrick text:
McGoldrick text, Chapter 21 – “African American Sibling Relationships” (Marlene F. Watson)
3. Course Evaluations