

M UNIVERSITY OF MICHIGAN

SCHOOL OF SOCIAL WORK

COURSE TITLE:	Interpersonal Practice with Families
COURSE NUMBER:	623 (Section 003)
CREDIT HOURS:	3
PREREQUISITES:	INTP 521
APPLIES TO, AND METHODS TYPE:	Practice Method Concentration, Advanced IP Methods
INSTRUCTOR:	Leslie Doty Hollingsworth, PhD, ACSW, LMSW
Class Meets:	Fridays, 9:00AM – 12:00 Noon
PLACE:	2752 School of Social Work Building and Clinical Suite (2686 School of Social Work Building)
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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 a range of diversity dimensions such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, 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. An overview will be given of current models of practice.

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 oppressive 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. Work with nontraditional families, couples counseling, and divorce and separation counseling will also be included. 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.

Course Objectives:

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.
2. Describe challenges, risks, and tasks as they apply to diverse groups such as; women, the poor, families of color, and gay and lesbian families.
3. Identify 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, and class.
4. 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.
5. Describe ways to 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.
6. Identify at least two models of prevention and intervention and explain the applicability of each model to the challenges faced by families.
7. Apply appropriate outcome measures that are reliable and determined by agreed upon goals in order to evaluate the effects of family-centered interventions.

Course Design:

The course design will include lectures, assigned theoretical and practice reading, and discussion; 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; and role-playing as worker and as family member.

Theme Relation to Multiculturalism & Diversity: will be addressed by considering the unique characteristics of families of composed 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, race, religion or spirituality, sex, 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.

Theme Relation to Social Justice: 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 various diversity dimensions and other factors in causing or maintaining family problems. Traditional solutions to family problems will be analyzed for their potential to maintain oppression and disempowerment. Empowerment models of practice will be stressed, including the involvement of natural helping networks and teaching advocacy skills to families.

Theme Relation to Promotion, Prevention, Treatment & 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.).

Theme Relation to 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.

Relationship to SW 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.

Faculty Approval of Course Statement: 11/30/2006

Required Reading

Required Texts:

1. Lawson, D. M., & Prevatt, F. F. (1999). *Casebook in Family Therapy*. Belmont, CA: Wadsworth Publishing Co. (**Ulrich's Bookstore and Social Work Library Reserve**)
2. McGoldrick, M. (Ed.). (1998). *Re-visioning Family Therapy: Race, culture, and gender in clinical practice*. New York: The Guilford Press. (**Ulrich's Bookstore and Social Work Library Reserve**)
3. CTools Site: Resources and Social Work Library Reserves

Available Videos

Videos (On Reserve in the Social Work Library or Askwith Film & Video 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*

Johnson, Susan M.

1. *Emotionally-focused therapy for couples: Healing broken bonds*
2. *Emotionally-focused therapy with a trauma survivor and his partner: Creating a healing relationship.*
3. *An emotionally focused couples therapy: Shaping change events.*

Lerner, Stephen. *Constructing the Multigenerational Family Genogram*

Madigan, Steve. *Narrative Therapy.*

McGoldrick, Monica. *The Legacy of Unresolved Loss.*

Montalvo, Braulio. *A Family with a Little Fire.*

Satir, Virginia. *Of Rocks and Flowers.*

White, Michael. *Escape from Bickering.*

Assignments and Grading Basis

Assignment summary – Maximum points available per assignment category:

- Weekly responses to casebook study questions (3 points per submission; 33 points total)
- Written summary of assigned McGoldrick/Other readings as fishbowl discussion co-leader (4 points for each of 3 summaries; 12 points total)
- Written assessment and intervention plan (25 points total)
- Evaluative reflection paper (10 points total)
- Final exam (20 points total)

Graded Assignments:

A. Weekly Responses to Casebook Assigned Study Questions (Maximum: 2 points per submission; total possible – 33 points)

- Read the Casebook chapter assigned for the week.
- Prepare a typed, one-sentence response to each end-of-chapter study question. (In a few instances, such as Narrative letters, longer responses may be necessary.)

Grading will be based on accuracy and conciseness.

Due: At the beginning of the class for which the reading is assigned. Due even when you are absent although on these occasions, please see me if an extension of the due date is needed.

B. Written summary of McGoldrick readings as fishbowl discussion co-leader (Maximum: 12 points; 4 points maximum each summary)

1. Prepare up to two typed pages **briefly summarizing** each of three assigned chapters from the McGoldrick text and **critiquing** them according to the four curricular themes and concepts of privilege, oppression, diversity, and social justice (PODS).
2. For each summary, include a discussion question that emerged from your reading of the chapter.
3. Use these to participate in the fishbowl discussion on the date for which you are assigned as co-discussion leader.
4. Submit the summaries **as one document** for grading.

Grading will be based on accuracy and the extent to which items 1-4 above are adhered to.

Due: At the end of the class for which you serve as co-discussion leader.

C. Practitioner Assessment and Intervention Plan (Maximum: 25 points)

Prepare and submit a 6-8 page typewritten, double-spaced paper, describing your plan for the session for which you will serve as co-therapist.

In planning and conceptualizing your paper, you should

1. Decide, to the best of your ability given the information presented in the scenario, what the presenting problem is.
2. Review the research and theoretical literature that addresses the problem (i.e., use available databases, e.g., PsyINFO, PubHealth, Medline) to conduct a literature review of theories and scientific studies that explain the basis for such a problem and approaches for addressing it.

In writing your paper, you should:

1. Briefly describe the role-play scenario as submitted by the role-play “family”
2. Summarize any relevant information from a previous session.
3. Summarize your understanding of what may explain the problem based on the information gained from your review of the theoretical and research literature regarding the problem.
4. Integrate the family therapy model assigned to you with the theoretical and research literature on the problem, to develop an hypothesis for what explains the problem and what may need to take place to resolve it.
5. Describe how you will use methods associated with the model you’re assigned, to:
 - engage with the family and its members,
 - collect information,
 - conduct an assessment,
 - identify and establish goals,
 - intervene,
 - plan future direction and recommendations
 - end the session.

A step by step process in #5 is recommended.

You’re encouraged to plan the actual implementation of the session collaboratively with your co-therapist – both in terms of who will do what when and how you will interact. However, you should write your paper independently.

Grading will be based on

1. timeliness of submission,
2. thoroughness of the literature review (review articles are recommended)
3. accuracy of information related to the model
4. thoroughness with which you address items 1-5 above.
5. depth of your conceptualization.

Note: The purpose of your planning is to have the experience of planning theoretically and empirically for providing social work clinical services to families. It is recognized that all is tentative until the session occurs and that adjustments will need to be made at that time.

Due: Three days prior to the day on which you will serve as practitioner.

D. Evaluative Reflection Paper (10 points)

Prepare a 3-4 page double-spaced reflection on your experience as a co-therapist, including:

1. the presenting problem or the case scenario presented
2. what your original goals were

3. what worked according to your original goals
4. what challenges were encountered
5. what you'd have done differently if you had it to do over again
6. how the co-therapy experience worked
7. where you'd go from here if you were to continue with this family, and
8. what you learned personally and/or professionally from the experience.

Grading will be based on the depth of your reflection and the extent to which the paper adheres to these guidelines.

Due: One week following the date on which you served as practitioner.

E. Written, in-class, open book final exam – case analysis (Maximum: 20 points)

A printed case study will be distributed at the beginning of the exam period. You will be asked to

1. Provide an hypothesis explaining the presented problem and the family therapy model(s) on which your hypothesis is based.
2. Provide the rationale for choosing this model or models in explaining the problem.
3. Write an assessment and intervention plan, describing methods for accomplishing each step of your plan and the model or models from which they're drawn.
4. Integrate, as appropriate:
 - a. Multiculturalism and diversity
 - b. Social justice
 - c. Social change
 - d. Privilege
 - e. Oppression
 - f. Promoting health, prevention of dysfunction, treatment, and rehabilitation
 - g. Behavioral and social service research
 - h. Social work values and ethics

Grading will be based on:

- The strength of the rationale for the model(s) and methods selected.
- The accuracy of your assessment and intervention plan according to the models and methods chosen.
- Your consideration of the eight factors listed above

Due: The exam will be held during exam week on the day our class is usually held.

Grading

Grades are earned by successfully completing the assignments as described above.

A+	98-100	B+	87-89	C+	77-79	D	60-69-no credit
A	94-97	B	84-86	C	74-76	E	50-59-no credit
A-	90-93	B-	80-83	C-	70-73	F	<50 no credit

General Requirements for Assignments

Unless otherwise specified, assignments are to be completed independently. 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. Please see the Student Guide

section on “Ethical Conduct in the University Environment”. This section specifically addresses plagiarism and the possible consequences for failing to appropriately attribute authorship for paraphrases or ideas acquired from another source. The University of Michigan Library system has an on-line resource that can assist you in preparing proper citations for assignments using APA format. Go to: <http://www.lib.mich.edu/ug/research/citationguide/AP5thed/pdf>

All assignments are to be completed by the date they are due. Prepare assignments as “professional reports”, making generous use of headings and sub-headings, underlining, italics, bold, etc. where appropriate. Citations are not needed for weekly response papers. All written assignments are to be turned in electronically through CTools and will be graded and returned accordingly.

In fairness to other students, a penalty of 5 points will be assigned for every 24 hours or fraction thereof that a major paper is late. This policy will be enforced. Please start early! In some cases because of the nature of the assignment, late submissions cannot be accepted. Please see me if you anticipate a problem with getting an assignment in on time.

Incompletes are not granted without appropriate documentation of the student’s inability to complete the work as referred to in the Student Guide (to the MSW Program).

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 and engaging learning environment; 4) being clear regarding expectations of you in the course; 5) being fair and impartial in grading. Please call to my attention right away any questions or lack of clarity regarding any of the assignments.

Course 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 and written assignments prior to each class
- view the required videotapes prior to each class
- participate in discussions and other class activities.

Although attendance at all classes is expected, ***absence from two classes, in whole or in part, is permitted without penalty.*** You should use your discretion in being absent, but the two excused absences may be 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. *Absence from any portion of a class – classroom or clinical suite, will be counted as a full absence. Absences from the first part of the class (prior to the 15-minute Break) or the second half (following the Break) will be counted as a full absence for that date. Absences from all or part of more than two classes 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 before the end of each class. It is your responsibility to make sure you sign it. You should not sign for anyone else or ask anyone to sign for you. If you anticipate a circumstance that will require you to miss more than two classes, you should consider withdrawing from the course and taking it at a later time in order to derive maximum benefit from the course. Arrangements should be made with the Office of Student Services and the Registrar's Office.*

Structure and Format

We'll begin the course with a brief discussion of the history and progression of social work practice with couples and families (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. Small group exercises will be aimed at orienting you toward practicing social work with families through thinking about and discussing your experience and observation as a family member.

For the second half of the second class session, I'll serve as the social work practitioner to provide a demonstration of a first and second family session. Volunteers will be sought to serve as "family members" in this initial role play.

With the exception of the first two classes and the last class, the approximate format will be as follows:

9:10-9:15 AM	Questions, "housekeeping" details.
9:15-10:00 AM	"Fishbowl" discussion of the assigned McGoldrick readings.
10:00-10:45 AM	Lecture/class discussion/small group exercises/video clips on the model for the day.
10:45-11:00 AM	Break
11:00-11:45 AM	Role-play
11:45-11:55 AM	Role-play de-briefing.

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 the model being covered that week and methods associated with it. In many cases videos will also be available for 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. Small group discussion activities will often benefit from your familiarity with the content of the assigned readings and videos. Please come prepared. Although brief excerpts from some videos may be shown during class, time restrictions do not allow for viewing videos in their entirety during the class session.

In addition to an emphasis on theory and skill development related to various practice models and methods, 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 discussions” that will cover discussions of assigned readings from Monica McGoldrick’s *Re-visioning Family Therapy: Race, Culture and Gender in Clinical Practice* and readings from other sources related to culture as context. Each student is expected to complete these additional readings and come prepared to discuss them in the Fishbowls.

Role plays

First class – form role play groups; schedule role plays/fishbowls

During the first class:

- Role-play groups of 4 persons each will be formed randomly.
- Each group will decide on:
 - the “problem” scenario they will use
 - who in the group will play what role.
- 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.
- Details of the role play scenario should be written up and handed in.
 - I’ll type them up and place them on the Ctools site within 48 hours.
 - **Remember to include in the write-up of your scenario your role-play group number and the names of the role-play “family” members and what roles they will play.**
 - **Family members should take roles consistent with their own sex, name, and race/ethnicity unless the nature of the scenario requires otherwise, in which case that should be explained in the scenario.**
- 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.
- A short debriefing will follow the role-play.
- Role-plays will be videotaped and tapes or DVDs of the role-play sessions will be made available through the Audiovisuals Department to the co-therapists, generally by the end of the day on which the role-play took place. A DVD of the video-taped role play in which you served as practitioner will be available to each co-practitioner within 24 hours

of the role play. This may be picked up from the AV Department, located in the Social Work Library. (Please let the AV equipment operator know, prior to the start of the role play, if you prefer a VHS video.)

Fishbowl Discussions

- We will hold Fishbowl Discussions of the assigned McGoldrick text and other Cultural Context readings.
 - Fishbowl Discussion groups will consist of the same people that are in the Role-Play Groups.
 - The same number of chapters will be assigned to each group.
 - All class members are expected to read and be prepared to participate in Fishbowl Discussions.
 - The Group with responsibility for the particular fishbowl will start off in a circle and, for the first 15 minutes, will discuss perceived common themes and differences among the assigned readings and their particular thoughts and reactions. For the last 30 minutes, the Discussion will be opened to the full class.

Second class

As noted, during the role-play segment for the second class, I'll 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.

Course Outline

I. Friday, September 7, 2007 – Introduction to the Course

1. Introductions, introduction to the course, review of syllabus, formation of small groups (role play groups and Cultural Context reading assignments)
2. *Orientation to social work practice with families – Small group exercises and discussion of the experience and its relevance to practice with families.*

II: Friday, September 14, 2007 - Practice with Families; Collaborative Models

A. Required Reading:

1. Madsen, Introduction and Chapter 1: "Working with multi-stressed families: From technique to attitude. (CTools Site and SW Library Reserve)
2. McGoldrick text, Chapter 1 "Re-visioning family therapy through a cultural lens" (Monica McGoldrick)
3. *Journal of Marital & Family Therapy*, 31, 239-250. "Overcoming Bias toward Same-Sex Couples: A Case Study from Inside an MFT Ethics Classroom" (Laurie L. Charles, Dina Thomas, Matthew L. Thornton)
4. NASW Code of Ethics found at <http://www.socialworkers.org/pubs/code/code.asp>

III. Friday, September 21, 2007 – Solution-focused therapy

A. **Required reading:**

Lawson & Prevatt, Chapter 10: “Solution-focused brief therapy” (Herb Klar and Insoo Kim Berg) Case Study: A Substance-abusing father and the family.

B. **Required cultural context reading:** *Theorizing and conceptualizing culture*

1. McGoldrick Chapter 2 – “Theorizing culture: Narrative Ideas and Practice Principles” (Joan Laird)
2. McGoldrick Chapter 31 – “The Cultural Context Model” (Rhea Almeida, Rosemary Woods, Theresa Messineo, Roberto Font)
3. *Journal of Marital & Family Therapy*, 26, 421-432. “Therapy with Lesbian and Gay Parents and Their Children” (Jane Ariel and Dan w. McPherson)

C. **Recommended 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.

D. **Due:** 1-2 page response paper to Lawson & Prevatt, Chapter 10 (All students)

IV. Friday, September 28, 2007 - Narrative Therapy

A. **Required reading:**

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

B. **Required cultural context reading:** *Education and Training*

1. McGoldrick Chapter 7 – “Race and the Field of Family Therapy” (Robert-Jay Green)
2. *Journal of Marital & Family Therapy*, 32, 491-504. “Essential Training Components of Curricula for Preparing Therapists to Work with Lesbian, Gay, and Bisexual Clients: A Delphi Study” (Katie Godfrey, Shelley A. Haddock, Avery Fisher, and Lori Lund)
3. McGoldrick Chapter 10 – “The Talking Oppression Blues: Including the Experience of Power/Powerlessness in the Teaching of Cultural Sensitivity” (N. Norma Akamatsu)

C. **Recommended 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.

D. **Due:** 1-2 page response paper to Lawson & Prevatt, Chapter 12 (All students)

V. Friday, October 5, 2007 Humanistic therapy

A. Required reading:

1. Lawson & Prevatt, Chapter 7 – “The Humanistic Approach of Virginia Satir” (Edith C. Lawrence) Case Study: Rebuilding Connections in a Family Coping with Incest.

B. Required cultural context readings: Practice: Couple Therapy Issues

1. *Journal of Marital & Family Therapy*, 26, 409-419 – “Gay and Lesbian Couples in Therapy: Perspectives for the Contemporary Family Therapist” (C. Bepko & T. Johnson)
2. McGoldrick, Chapter 20 – “African American Couples in Therapy” (Nancy Boyd-Franklin and Anderson J. Franklin)
3. McGoldrick Chapter 24 – “Marriages of Asian Women and American Military Men: The Impact of Gender and Culture” (Bok-Lim C. Kim)

C. Recommended 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.

D. Due: 1-2 page response paper to Lawson & Prevatt, Chapter 7 (All students)

VI. Friday, October 12, 2007 – Emotionally-focused couples therapy

A. Required reading: (This reading contains no questions at the end. Instead, please critique the model presented.)

Johnson, S. M. (2004). *The practice of emotionally-focused couple therapy*. New York: Brunner-Routledge. Chapter 4: The basics of EFT: Tasks and interventions-Expanding experience and shaping dances. (Social Work Library and CTools Site)

B. Required cultural context readings: Practice: Intergenerational Issues

1. McGoldrick, Chapter 3 – “The Cultural Meaning of Family Triangles” (Celia Jaes Falicov)
2. *Journal of Marital & Family Therapy*, 28, 327-340. “Walls and Bridges: How Coupled Gay Men and Lesbians Manage Their Intergenerational Relationships.” (Michael C. LaSala)
3. *Family Process*, 39, 67-81 – “Lesbians, Gay Men, and Their Parents: Family Therapy for the Coming-Out Crisis” (Michael C. LaSala)

C. Recommended Videos:

1. *Emotionally-focused therapy for couples: Healing broken bonds*
2. *Emotionally-focused therapy with a trauma survivor and his partner: Creating a healing relationship.*
3. *An emotionally focused couples therapy: Shaping change events.*

D. Due: 1-2 page summary and response paper to Johnson’s Emotionally-focused couples therapy reading.

VII. Friday, October 19, 2007 - Contextual model

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

B. **Required cultural context readings: Immigrant/Refugee Status**

1. McGoldrick Chapter 26 – “Clinical Reflections on Refugee Families: Transforming Crises into Opportunities” (Matthew R. Mock)
2. McGoldrick Chapter 27 – “Migration and the Disruption of the Social Network” (Carlos E. Sluzki)
3. McGoldrick Chapter 28 – “The Impact of Multiple Contexts on Recent Immigrant Families”(Marsha Pravder Mirkin)

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

D. Due: 1-2 page response paper to Lawson & Prevatt, Chapter 1

VIII. Friday, October 26, 2007 – Integrated, intergenerational model

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

B. **Required cultural context readings: Historical Considerations**

1. McGoldrick, Chapter 14 – “Black Genealogy Revisited: Restorying an African American Family” (Elaine Pinderhughes)
2. McGoldrick 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. McGoldrick, Chapter 18 – “No Longer an Orphan in History” (John Folwarski)

C **Recommended Videos:**

1. Stephen Lerner. *Constructing the multigenerational family genogram: Exploring a problem in context*. This video is in the Askwith Film & Video Library.
2. Monica McGoldrick. *The Legacy of Unresolved Loss*.

D. Due: 1page response paper to Lawson & Prevatt, Chapter 2

IX. Friday, November 2, 2007 – Structural model

- A. *Required reading:*** Lawson & Prevatt, Chapter 5 – “Structural Family Therapy” (Sylvia Kemenoff, Jolanta Jachimczyk, and Andrew Furrner). Case Study: Four examples of problem family structures.
- B. *Required cultural context readings: Religion, Spirituality, Cultural Values***
1. McGoldrick – Chapter 5: “Beliefs, Spirituality, and Transcendence: Keys to Family Resilience”(Froma Walsh)
 2. McGoldrick – Chapter 6: “Climbing up the Rough Side of the Mountain: Hope, Culture, and Therapy” (Paulette Moore Hines)
 3. McGoldrick, Chapter 25 – “Latinas in the United States: Bridging Two Worlds” (Nydia Garcia-Preto)
- C. *Recommended 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.
- D. Due:** 1-2 page response paper to Lawson & Prevatt, Chapter 5

X. Friday, November 9, 2007 – Strategic Family Therapy

- A. *Required reading:*** Lawson & Prevatt, Chapter 9 – “Strategic Therapy” (Jim Keim) Case Study: Working with an Oppositional Child and her Family.
- B. *Required cultural context readings: Identity Considerations***
1. *Family Relations*, 47, 7-13. “Parental Reactions to Their Child’s Disclosure of a Gay/Lesbian Identity” (Ritch C. Savin-Williams and Eric M. Dube)
 2. McGoldrick, Chapter 9 – “The Dynamics of a Pro-Racist Ideology: Implications for Family Therapists” (Kenneth V. Hardy and Tracey A. Laszloffy)
 3. McGoldrick, Chapter 15 – “The Discovery of My Multicultural Identity” (Fernandon Colòn)
- C. *Recommended Video:*** None
- D. Due:** 1-2 page response paper to Lawson & Prevatt, Chapter 9

XI. Friday, November 16, 2007 – Palo Alto model

- A. *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.

B. *Required cultural context readings: None*

C. *Recommended Video: None.*

D. Due: 1-2 page response paper to Lawson & Prevatt, Chapter 6

XII. Friday, November 23, 2007 - THANKSGIVING WEEKEND – CLASS WILL NOT MEET.

XIII. Friday, November 30 – Milan Systemic therapy model

A. *Required reading:* Lawson & Prevatt, Chapter 8 – “Milan Systemic Therapy (Frances F. Prevatt). Case Study: Acting-out children provide a shield for marital difficulties.

B. *Required cultural context readings: None*

C. *Video:* None.

D. Due: 1-2 page response paper to Lawson & Prevatt, Chapter 8

XIV. Friday, December 7, 2007 - Psychoeducational model

A. *Required reading:* Lawson & Prevatt, Chapter 13 – “Psychoeducational family therapy (Constance J. Fournier and William A. Rae). Case Study: A child with diabetes.

- Catching up (Discussion of The Behavioral Model)
- Re-cap of ethical and values issues related to social work practice with families
- Questions/Answers related to the Final Exam.
- *Course Evaluations*

B. *Required cultural context readings: None*

C. *Video:* None is required at this time.

D. Due: 1-2 page response paper to Lawson & Prevatt, Chapter 13

XV. Friday, December 14, 2007 – FINAL EXAM (Will be held during our regularly scheduled class time and in the computer classroom on the Basement Level.)