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 is designed to 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 social worker, observer, and 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 that 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

3. CTools Site: Resources

VIDEOS (Most available on CTools.)
Alexander, James. Functional Family Therapy
Aponte, Harry. 
   A Daughter Who Needs a Mother. (Humanistic; structural)
   A House Divided (Structural)
   Tres Madres (Structural)
Berg, Insoo Kim. I’d Hear Laughter. (Solution-focused)
Boszormenyi-Nagy, Ivan. I Would Like to Call You Mother. (Contextual)
Corrales, Ramon
  Systemic Family Therapy (Milan model)
  Strategic Family Therapy (Strategic or Problem Solving model)
Edgeth, Janet Seson. Adolescent Family Therapy. (Structural)
Lerner, Stephen. Constructing the Multigenerational Family Genogram. (Intergenerational)
Liddle, Howard. Multidimensional Family Therapy
Madigan, Stephen. Narrative Therapy. (Narrative)
Madigan, Stephen. Narrative Therapy with Children. (Narrative)
Masek, Bruce. Cognitive-behavioral Child Therapy. (Cognitive-behavioral)
McFarlane, William. Schizophrenia Explained (Personal Copy)
McGoldrick, Monica. The Legacy of Unresolved Loss. (Intergenerational)
Montalvo, Braulio. A Family with a Little Fire. (Structural)
Murphy, John J. Solution-focused Child Therapy. (Solution-focused)
White, Michael. Escape from Bickering. (Narrative)

**Structure and Format**

The weekly class schedule is expected to proceed as follows:
1:10-1:15 “Housekeeping” details
1:15-1:45 Student-led discussion/exercise regarding week’s assigned reading from McGoldrick’s *Re-Visioning family therapy: Race, culture and gender in clinical practice*.
1:45-2:45 Discussion of week’s assigned readings and end-of-chapter questions from the *Casebook in Family Therapy*; lecture; viewing of excerpts from family therapy DVDs
2:45-3:00 Break
3:00-3:30 Finish discussion of family therapy DVDs/model for the week.
3:30-3:55 Discussion of role-play scenario; role-play planning
4:00-4:40 Role play
4:40-5:00 Role play debriefing

**Assignments and Grading Basis**

**Overall Grading Criteria**
Assignments should be carried out according to the stated instructions for each. Full citations should accompany the McGoldrick reading submissions and should be written according to the most recent edition (6th) of the American Psychological Association (APA) Publications Manual.

Written assignments will be evaluated according to whether they are:
- **Strong**: This work not only fully and accurately meets all requirements of the assignment but shows evidence of extraordinary attention, depth of effort, and critical thought on the part of the student. Most would consider them model assignments. These assignments would generally translate into A or A+ letter grades.
- **Acceptable**: This work adheres fully to the requirements of the assignments; however, the quality of the work is not particularly special or noteworthy. These submissions would generally translate into B or B+ letter grades.
• **Barely acceptable**: This work meets expectations in some but not all aspects of the assignment. It would generally translate into B-, C or C+ letter grades.

• **Unacceptable**: This work does not meet published expectations of the assignment. It would generally translate into C- or D letter grades.

**Notes:**

- In addition to the above, accuracy of spelling, grammar, and sentence structure, and general appropriateness for graduate work will be considered in the grading of all written assignments. Please make use of resources through the SSW Office of Student Services or the University in preparation of papers or proofreading.
- All written assignments should be submitted as attachments through the CTools site.
- Please note that all students are expected to read or otherwise participate in all assignments. The graded assignments below are those for which credit toward the final grade will be given.

**Graded Assignments:**

**A. Participation in 10 in-class practice exercises (2 points per role-play participation; 20 points total maximum).**

- Prior to the first day of class, each student will submit (through the CTools site) a de-identified case study from their practice or work experience. These will be matched with an appropriate intervention models and made available by the day following the first class session. These case studies will be used as the scenarios for the role plays.
- Students should come to class prepared, which means:
  - Having read the assigned chapter in the McGoldrick text.
  - Having read the assigned chapter in the *Casebook*.
  - Having answered and made notes in response to the end-of-chapter questions for the model assigned in the *Casebook* for that week.
  - Having read the assigned scenario for the role play.
  - Having prepared notes containing thoughts about the scenario in terms of presented problem, hypothesis with regard to the explanation of the problem (based on the family therapy model related to the scenario), and direction for assessment and intervention according to the model.
- A different case scenario will be assigned for the role play each week and all role-play groups will receive the same case scenario.
- Three role play groups will take place simultaneously each week.
- Groups will be made up of approximately 7 persons each and may include
  - 1 or 2 practitioners
  - 2-4 family members
  - 1-2 observer/team participants who assist co-practitioners in planning and modifying their practice.
- Students will be randomly assigned to a different role-play group each week.
- Each student should plan to serve at least 2 times as co-therapist, 5 times as family member, and 2 times as observer/team participant.
- 40 minutes will be provided for the role play experience, to be followed by 20 minutes of debriefing.
Each week, one of the three role plays each session will be conducted in the clinical suite and will be videotaped. Assignment to the clinical suite will be rotated so that each student will have an opportunity to serve as co-therapist in at least one videotaped role play session and to receive a personal videotape of the session (typically within 24 hours of the session and obtained from the AV Department in Basement of the SSW Building). Other role play sessions will be held concurrently in the classroom and will not be videotaped. Groups must re-join the full classroom group for the de-briefing 20 minutes prior to the end of class.

Due: Weekly. Note: Two participation points per role play will be assigned based on the attendance sheet. If you must be absent from a class for any reason, you have the following MAKE-UP OPTION:

Write a 2-3 page plan by which you would approach work with the family presented in the case study assigned for the class for which you are absent. The Plan should include:

1. Your theoretical conceptualization of the presented problem (i.e., how you would explain the existence of the presented problem according to the theoretical practice model being covered on the date of your absence).
2. The specific assessment approach you’d use based on the theoretical practice model for that date.
3. Specific interventions you’d consider based on the theoretical practice model for that date.

B. Paper and co-leadership of class discussion addressing one chapter in the McGoldrick text (20 points maximum for the paper and your role in co-leading the class discussion)

Chapter assignments will be made randomly.
Two persons will be assigned the same chapter and will co-lead the class discussion.
The paper should be 4-5 pages double-spaced and should cover the following items:
- What are the salient concepts with regard to the population addressed in the chapter?
- What are the linkages for social work practice with families according to our focus on Privilege, Oppression, Diversity, Social Justice (PODS), the four curricular themes, and social work values and ethics?
- What particularly important knowledge for social workers engaged in practice with families was forthcoming from the chapter?
- What assets do you bring as a graduate student to the work addressed in the chapter?
- What challenges confront you with regard to the work addressed in the chapter?
- What areas of potential controversy are introduced, if any?

The paper should be written independently although you and your co-leader may collaborate in planning the class discussion. Although the time will be limited (30 minutes), innovative methods such as questions prepared in advance for small group discussion or excerpts from the web are encouraged.

Due: Papers are due by 10AM on the day you’re scheduled to lead the class discussion.
C. Mid-term paper (30 points maximum)

On June 14th, at 5:00 PM, a case study will be posted on the CTools site. Based on the information provided, you are asked to write a 5 – 7 page double-spaced paper in which you:

- Provide a hypothesis that explains the presented problem.
- Provide a rationale for your hypothesis, based on the family therapy models covered in class up to that time and a review of the research (evidence) related to that model or model and the problem presented in the case information.
- Write an engagement/assessment/intervention plan that includes methods for accomplishing each step, based on the evidence you’ve gathered.
- Integrate, as appropriate and as relevant to social work practice with families,
  - Multiculturalism and diversity
  - Social justice
  - Social change
  - Privilege
  - Oppression
  - Promoting health, prevention of dysfunction; treatment, and rehabilitation.
  - Behavioral and social science research
  - Social work values and ethics.

Due: Monday, June 21, 2010 by 10:00 AM.

D. Final integrative paper (30 points maximum)

On August 2, 2010, at 5:00PM, a case study will be posted on the CTools site. Based on the information provided, you are asked to write a 5 – 7 page paper in which you:

- Provide a hypothesis that explains the presented problem.
- Provide a rationale for your hypothesis, based on the family therapy models covered throughout the course and a review of the research (evidence) related to that model or models and the problem presented in the case information.
- Write an engagement/assessment/intervention plan that includes methods for accomplishing each step, based on the knowledge you’ve compiled.
- Integrate, as appropriate and as relevant to social work practice with families,
  - Multiculturalism and diversity
  - Social justice
  - Social change
  - Privilege
  - Oppression
  - Promoting health, prevention of dysfunction; treatment, and rehabilitation.
  - Behavioral and social science research
  - Social work values and ethics.

Due: Monday, August 9, 2010 by 10:00 AM.
Grading
Grades are earned by successfully completing the assignments as described above.

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*If special accommodations would be helpful to you in the completion of assignments (e.g., longer time, a separate space to reduce distraction), please email me or otherwise let me know privately and as early in the semester as possible. Similarly, if there are other arrangements or responses that would be helpful to you in maximum use of, and success in this course, please notify me as early in the semester as possible.*

Written assignments are to be completed independently. Some assignments may call for or allow discussion with a collaborator after the written work has been completed. Those situations have been designated in the syllabus. However, independent written work 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/APA5thed/pdf](http://www.lib.mich.edu/ug/research/citationguide/APA5thed/pdf)

All assignments are to be completed by the date they are due. Prepare assignments as “professional reports,” making use of headings and sub-headings, underlining, italics, bold, etc. where appropriate. All written assignments are to be turned in electronically through CTools and will be graded and returned accordingly. In some instances, including the mid-term and final exam, papers will be returned after all papers for that assignment have been graded.

Grades of Incomplete (I) 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).

Commitment
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. Since the knowledge derived from this class makes extensive use of experiential activities such as role-playing, it is expected that you will:

- attend class
- remain in each class for its entirety
- do the required readings and written assignments prior to each class and as assigned
- participate in discussions and other class activities.

Cell-phone or computer usage: In courtesy to me and members of the class, please refrain from texting or using your computer for anything other than note-taking. Please place your cell phones on off or vibrate. (If your work, internship, or other circumstances require you to be available for contact by cell-phone, please notify me.)

Course Outline

Monday, May 10, 2010. Introductions; review of the syllabus; lecture and discussion of assigned readings; small group exercises or role plays.

Assigned readings: (CTools Site)
Madsen, W. Introduction and Chapter 1: “Working with multi-stressed families: From technique to attitude.”

Required readings—McGoldrick text
Chapter 1: McGoldrick, M., & Hardy, K. V. “Introduction: Re-Visioning Family Therapy from a Multicultural Perspective.”

Monday, May 17, 2010. Solution-focused model

Assigned Readings—Lawson & Prevatt text
Chapter 10--Solution-focused Brief Therapy (Herb Klar & Insoo Kim Berg)

Assigned Readings—McGoldrick Text
Chapter 4—Social Class: Implications for Family Therapy (Tracey A. Laszlofffy)

Recommended readings

Videos:
Berg, Insoo Kim: I’d Hear Laughter.
Murphy, John J. Solution-focused child therapy.
Monday, May 24, 2010. Narrative model

Assigned Readings—Lawson & Prevatt text
   Chapter 12—Narrative Therapy: The Work of Michael White (Bruce C. Prevatt).

Assigned Readings—McGoldrick Text
   Chapter 6. Race, reality, and relationships: Implications for the re-visioning of family therapy. (Kenneth V. Hardy).

Recommended readings:

Videos:
   Madigan, Stephen. *Narrative Therapy with Dr. Stephen Madigan*
   Madigan, Stephen. *Narrative Therapy with Children.*
   White, Michael. *Escape from Bickering.*

Monday, May 31, 2010. MEMORIAL DAY (Class will not meet.)

Monday, June 7, 2010. Intergenerational/Cognitive models

Assigned Readings—Lawson & Prevatt text
   Chapter 2—Integrated Intergenerational Family Therapy (David M. Lawson)

Assigned Readings—McGoldrick text
   Chapter 17. The Semitism schism: Jewish-Palestinian legacies in a family therapy training context (Linda Stone Fish).

Recommended readings: Intergenerational/Cognitive

Videos:
   Lerner, Stephen. *Constructing the Multigenerational Family Genogram.*
   Masek, Bruce. *Cognitive-behavioral child therapy.*
   McGoldrick, Monica. *The legacy of unresolved loss.*

Monday, June 14, 2010: Humanistic model. (Mid-term available at 5PM)

Assigned Readings—Lawson & Prevatt text
   Chapter 7—The Humanistic approach of Virginia Satir (Edith C. Lawrence).

Assigned Readings—McGoldrick text
   Chapter 20 – The dynamics of a pro-racist ideology: Implications for family therapists.
Monday, June 21: Structural model (Mid-term papers are due)

**Assigned Readings**—Lawson & Prevatt text
- Chapter 5—Structural family therapy (Sylvia Kemenoff, Jolanta Jachimczyk, & Andrew Fussner).

**Assigned Readings**—McGoldrick text and supplementary readings (Identity issues-continued)
- Chapter 23—Latinas in the United States: Bridging two worlds (Nydia Garcia-Preto).

**Recommended Readings**

**Videos:**
- Aponte, Harry. *A house divided*.
- Edgeth, Janet Seson. *Adolescent family therapy*.
- Montalvo, Braulio. *A family with a little fire*.

Monday, June 28, 2010. Palo Alto Brief Therapy model

**Assigned Readings**—Lawson & Prevatt text
- Chapter 6—The brief therapy approach of the Palo Alto group (Karen Schlanger & Barbara Anger-Diaz).

**Assigned Readings**—McGoldrick text (Family therapy).
- Chapter 25—Working with LBGT families (Elijah C. Nealy).

**Recommended Readings:** Palo Alto model

**Videos:** Ramon Corrales. *Strategic family therapy*.

Monday, July 5, 2010. INDEPENDENCE DAY. Class will not meet.

Monday, July 12, 2010. Milan Systemic model

**Assigned Readings:** Lawson & Prevatt text
- Chapter 8—Milan systemic therapy (Frances F. Prevatt).

**Assigned Readings**—McGoldrick text and supplementary readings
- Chapter 16 – Gay and lesbian couples (Robert Jay-Green).

**Recommended Readings:** Milan Model


**Video:** Ramon Corrales, *Systemic Family Therapy*

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**Monday, July 19, 2010. Psychoeducational model.**

**Assigned Readings—Lawson & Prevatt text**

Chapter 13—Psychoeducational family therapy (Constance J. Fournier & William A. Rae).

**Assigned Readings—McGoldrick text:**

Chapter 27 – Working with immigrant and refugee families (Marsha Pravder Mirkin and Hugo Kamya).

**Recommended Readings**


**Video:** William McFarlane. *Schizophrenia explained.*

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**Monday, July 26, 2010. Multidimensional family therapy.**


**Assigned Readings:** McGoldrick Text

Chapter 32. Interracial Asian couples: Beyond black and white.

**Video:** Howard Liddle, *Multidimensional Family Therapy.*

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**Monday, August 2, 2010. Functional family therapy. (Final integrative assignment is available at 5:00 PM.)**


**Assigned Readings:** McGoldrick text

Chapter 33. Working with families who are homeless. Peter Fraenkel and Chloe Carmichael.

**Video:** James F. Alexander. *Functional family therapy*

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**Monday, August 9, 2010. Final integrative assignment is due.**