



**COURSE NUMBER:** SOWO 842, 3.0 credit hours  
**COURSE TITLE:** FAMILIES: THEORY AND PRACTICE  
**SEMESTER:** Fall 2020  
**TIME/LOCATION:** Mondays 9:00 – 11:50 AM, online

**INSTRUCTOR:** Michael McGuire, LCSW, LCAS, CCS, LMFT, MINT  
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**OFFICE HOURS:** Upon request.

**COURSE DESCRIPTION:** A review and synthesis of explanatory and practice theories for understanding and intervening with family systems.

**COURSE OBJECTIVES:**

Upon completion of this course, students will:

- 1) Understand the development and role of explanatory and practice theory in family-centered social work practice.
- 2) Understand concepts, selected theory, and research concerning family functioning, interaction, stress management, and well-being.
- 3) Understand family processes in the context of racial/ethnic identity, gender identity, age, socioeconomic status, structural diversity, historical time and place, culture, and experiences marked by discrimination, oppression, marginalization, and/or injustice.
- 4) Apply family theory to frame and inform interventions with family systems.
- 5) Gain awareness of a continuum of family interventions that target disparate family needs and aspirations, with various levels of depth, focus, and intensity.
- 6) Review major clinical intervention strategies for working with family systems experiencing various stressor events or situations.
- 7) Understand how problematic substance use and addiction shapes and is shaped by family dynamics.

- 8) Develop skills in engaging, assessing, intervening, and measuring progress with families that are culturally sensitive and relevant.
- 9) Attend to the unique experiences of two increasingly common family forms—stepfamilies and military-connected families—and understand the nuances of family intervention in these contexts.
- 10) Recognize ethical dilemmas and employ decision-making skills for ethical practice with families.

**EXPANDED DESCRIPTION:** This course is intended to initiate among students a process and journey of acquiring expertise in social work practice with families—truly a career-long pursuit. The course is partitioned into two core parts. *Part I* focuses on explanatory family theory, which will orient students to a family systems perspective, the Contextual Model of Family Stress, and related models. This part of the course will fortify students understanding of families as complex and dynamic systems, with implications for social work practice. Building on Part I, *Part II* of this course focuses on practice theory and modalities for intervening effectively with families. A number of models for family therapy are presented with special attention given to three common family experiences: (a) the transition to stepfamily life, (b) problematic substance use and addiction, and (c) connections to military careers and institutions. Assignments and discussions in this course are intended to help students engage in consciousness-raising activities to promote ethical and competent practice with families, and to bolster the capacity for therapeutic use of self. Assignments are also intended to help students integrate, apply, and synthesize theoretical and practice content to cultivate expertise with respect to a particular family stressor event or situation and strategies for supporting families that face it. All learning should be closely aligned with the core social work professional values, in particular (a) the importance of human relationships, (b) the worth and dignity of the person, (c) competence, and (d) social justice.

#### **TEXTS AND ADDITIONAL RESOURCES:**

##### **Required Texts**

- Edward, J. (2011). *Working with Families: Guidelines and Techniques* (2<sup>nd</sup> ed.). Hoboken, NJ: John Wiley & Sons.
- Harley, L. (2018). *Office in Back*. Asheville, NC: Donahue Group
- *Additional required reading material will be available on the course's Sakai site.*

##### **Supplemental/Recommended Texts** (Not Required)

- Edwards, J. (1998). *Treating Chemically Dependent Families: A Practical Systems Approach for Professionals*. Minneapolis, MN: Hazelden.
- Boss, P., Bryant, C., & Mancini, J. (2017). *Family stress management: A contextual approach* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.
- Minuchin, S., Nichols, M., & Lee, W. (2007). *Assessing families and couples: From symptom to system*. Boston, MA: Pearson.

- Kilpatrick, A., & Holland, T. (2009). *Working with families: An integrative model by level of need*. Boston, MA: Pearson.
- Johnson, S. (2004). *The practice of emotionally focused couple therapy* (2<sup>nd</sup> ed.). New York: Brunner-Routledge.
- Papernew, P. (2013). *Surviving and thriving in stepfamily relationships: What works and what doesn't*. New York: Routledge.
- Lebow, J., Chambers, A., & Breunlin, D. (2018). *Encyclopedia of couple and family therapy*. Available free online.
- Becvar, S. (2013). *Handbook of family resilience*. New York: Springer. Available free online.
- Fine, M. A. & Fincham, F. D. (2013). *Handbook of family theories: A content-based approach*. New York: Routledge (Taylor & Francis).
- Arditti, J. A. (2015). *Family problems: Stress, risk, and resilience*. Chichester, West Sussex: John Wiley & Sons, Inc.

#### CLASS ASSIGNMENTS:

- 1) **Reflection Paper** – You, the practitioner, are the most critical tool in your work with families. Consequently, it is important to engage in ongoing consciousness-raising activities, such that you become increasingly aware of your values, worldviews, assumptions, biases, beliefs, and past experiences; and how all of these can influence your work as a practitioner. The primary purpose of this assignment is to further your awareness of self as it relates to families. This assignment will also serve as a primer for content we will be exploring in this class together. Please note that there are no “right” answers, and I will not be “grading your life” when reviewing these papers. I will simply be focused on the depth and effort reflected in your responses along with your self-evaluation documented on the rubric for this assignment (located on Sakai under the Syllabus Tab). In your reflection paper, address each of the following prompts (5-6 pages total):
  - a. How do you define “family”? (.5 pages)
  - b. How do you conceptualize “functioning” or “wellbeing” in family contexts? That is, when families are “doing well,” what does that look like? (.5 pages)
  - c. What specific family challenge(s) are of most interest to you as a social worker. What do you believe has contributed to you having this interest? (1 page)
  - d. What things do you believe are most *helpful* for families when facing challenges? What things do you believe are most *harmful* for families when facing challenges? (1 page)
  - e. What aspects of life do you believe families *have control* over? What aspects of life do you believe families *do not have control* over? (1 page)
  - f. Please explore how your perspective about families might be influenced by your own experiences (e.g., family history, gender identity, sexual orientation, racial/ethnic identity, socio-economic status, cultural heritage). (1.5 to 2 pages).

- 2) **Collage** – Please develop a collage (images and words from magazines or related resources) on an approximately 22” by 28” poster board or heavy-duty card stock paper that describes your understanding of and perspective toward working with families in the context of our work this semester (theory and practice). Look back on early class discussions and your Reflection Paper. Of all the concepts and assumptions that we have reviewed in this class, which ones have most influenced your perspective—try to represent this in developing your collage. Please attempt to represent how your family history, racial/ethnic identity, and cultural heritage, among other things, contribute to your integrative perspective. Please be prepared to explain your collage to a colleague or the class, and for the sake of all that is good, just, and decent, make it interesting. You will be able to keep your collage or sell it to the highest bidder. Be sure to also submit a self-evaluation rubric located on Sakai under the Syllabus Tab.
- 3) **Targeted Paper** – The major deliverable for the course is the preparation of a paper demonstrating your knowledge in a particular component of family therapy. Be sure to also submit a self-evaluation rubric located on Sakai under the Syllabus Tab.
- a. The Targeted Paper is a short but highly integrative review of a topic of choice germane to family therapy (approximately 10-12 double-spaced pages with 12-point font, excluding title page, references, tables/figures, and appendices). ***Please discuss your idea with the instructor prior to beginning the paper.*** Upon completion of this paper, students will have cultivated expertise about the selected topic. Please note that the specific instructions for this assignment may evolve slightly during the semester on the basis of students’ consultations and experiences. Students are encouraged to work on this paper during the course of the semester—especially during Part II. Section headings will vary depending on the particular topic and may include headings such as:
    - b. *Introduction*. Provide a brief opening that introduces the focus of your paper, why you chose the topic, and a brief/general outline for the content of the paper. Be sure you have a point to your paper.
    - c. *Historical and Current Context*. Provide rich detail related to your chosen topic. Depending on the topic, details may include information about the origin of the topic, prevalence/incidence of the topic, and how it relates to families. Discuss and cite research related to the topic. The key aim for this section should be to show your reader why they should care about this topic.
    - d. *Application of Course Material*. Incorporate course material to support and offer context to the topic.
    - e. *Roadmap for practice*. At this point, you will be poised to construct a roadmap for practice and/or utilization (if applicable).
    - f. *Conclusion*. Discuss your experience in completing this assignment, and identify what aspect(s) of the assignment you found most difficult and enlightening. Discuss the implications of completing this assignment for your future work as a social work practitioner.
    - g. *References*. Format all references using APA guidelines.
    - h. *Tables/Figures/Appendices (if applicable)*

4) **Paper Presentation** – Students will deliver a five-slide overview of their Final Paper to the class (10 minutes). *Note that at this point, the final paper might not be completely finished—that is okay.* It will be critical that you practice delivering your presentation beforehand, with close attention given to your timing. We will strive to have some time for questions following each presentation. Be sure to also submit a self-evaluation rubric located on Sakai under the Syllabus Tab.

- a. This presentation will identify the topic, the point you are trying to make, and its implications for working with families. *A slide template will NOT be provided. Presentation should not exceed five slides.*

5) **Course Engagement (Class Preparation, Attendance, and Participation.** In order to fully participate in and benefit from each class session, *students should complete required readings before class and come to class prepared.* Much of this course is the application of theory to practice. This approach demands student engagement and a full 25% of your grade is determined by your involvement. I suggest you not wait to be selected for role-plays and other opportunities for engagement but instead be proactive in your experiential learning and course participation. Attendance is critical to your learning, as well as to the atmosphere of inclusiveness and trust in the class. It is important to be on time as to not disrupt class. I ask that you contact me *in advance* if you need to miss a class session due to illness or an emergency. It is your responsibility to obtain handouts, information about class content, and information about announcements, etc., from your classmates if you are unable to attend a class. This portion of your grade will be based on attendance, participation in class activities and discussions, and tardiness. Students who are late to class more than 3 times without adequate explanation will receive a zero for participation points. **Be sure to also submit a self-evaluation of your Course Engagement** located on Sakai under the Syllabus Tab.

**GRADING SYSTEM:**

The core assignments and their relative weights in the grading system are listed below:

Reflection Paper	15%
Collage	15%
Final Paper	30%
Final Paper Presentation	15%
Course Engagement (Class Preparation, Attendance, and Participation)	25%

Courses in the School of Social Work under **COVID conditions** are graded as follows:

Written assignment, examinations, and final grade will be based on the following percentage scale:

H=	94 – 100	L=	NA
P=	70 – 93	F=	69 and below

**COURSE OVERVIEW AND ASSIGNMENTS:**

Class	Zoom	Date	Content	Assignments Due & Trainer's Notes
1	0900	8/10	<ul style="list-style-type: none"> <li>• Introductions and Course Overview</li> <li>• <b>Action: Role Play</b></li> </ul>	
2	0900	8/17	<ul style="list-style-type: none"> <li>• Defining Family, Family Demographics and Diversity, Family Systems Perspective</li> <li>• <b>Action: ReSPECT Model</b></li> </ul>	
3	0900	8/24	<ul style="list-style-type: none"> <li>• Explanatory Family Theory: Introduction to the Contextual Model of Family Stress (CMFS) and related models</li> <li>• CMFS: Family Stressors</li> <li>• <b>Action: Family Mapping and Hypothesis Building</b></li> </ul>	<b>Due – Reflection Paper &amp; Self-Eval Rubric</b>
4	0900	8/31	<ul style="list-style-type: none"> <li>• CMFS: Family Outcomes, Resources, and Perceptions</li> <li>• <b>Action: Goal Setting</b></li> </ul>	TN: Scribe and each member has a goal; SMART
NA		9/7	<ul style="list-style-type: none"> <li>• NA – No class, Labor Day</li> </ul>	TN: Eco-map
5	0900	9/14	<ul style="list-style-type: none"> <li>• Engaging and Assessing Families</li> <li>• Choosing an Intervention</li> <li>• <b>Action: Family Sculpting, Draw a Dream, Circle Method</b></li> </ul>	TN: Counselor as Conduit
6	0900	9/21	<ul style="list-style-type: none"> <li>• Models for Assessing and Intervening with Families: Structural and Strategic Family Therapy</li> <li>• <b>Action: Use of Paradox</b></li> </ul>	
7	0900	9/28	<ul style="list-style-type: none"> <li>• Models for Assessing and Intervening with Families: Emotionally Focused and Satir Family Therapy</li> <li>• <b>Action: TBD</b></li> </ul>	TN: Tricia and/or McCracken
8	0900	10/5	<ul style="list-style-type: none"> <li>• Assessing and Intervening with Families: A Focus on Problematic Substance Use and Addiction</li> <li>• <b>Action: Guardrail</b></li> </ul>	
NA		10/12	NA – No class – University Day	
9	0900	10/19	<ul style="list-style-type: none"> <li>• Discussion – What we've learned and/or wonder about</li> <li>• <b>Action: Practice interventions</b></li> </ul>	TN: Student-lead activities
10	0900	10/26	<ul style="list-style-type: none"> <li>• Assessing and Intervening with Families: A Focus on Stepfamilies and Military-Connected Families</li> <li>• <b>Action: TBD</b></li> </ul>	TN: Therapist as conduit; gaming addicted fathers; Uncle role; TN: Todd and/or Michael

11	0900	11/2	<ul style="list-style-type: none"> <li>• Collages and Discussion</li> <li>• Family Migration</li> <li>• Evaluating Family Outcomes and Change</li> <li>• <b>Action: Presentations</b></li> </ul>	<b>Due – Collage &amp; Self-Eval Rubric</b> TN: Ivy TN: Marriage intimacy graph; CGR
12	0900	11/9	<ul style="list-style-type: none"> <li>• Assessing and Intervening with Families: Couples and Multi-Family Group Therapy</li> <li>• <b>Action: MFG Role-Play</b></li> </ul>	
13	0900	11/16	<ul style="list-style-type: none"> <li>• Bringing It All Together</li> <li>• Course Wrap-Up and Evaluations</li> <li>• <b>Action: Presentations, Closure Activity</b></li> </ul>	<b>Due – Final Paper Presentations &amp; Self-Eval Rubric</b>
NA		11/20		<b>Due – Final Paper</b>

**TEACHING METHODS:**

This course has been designed to maximize student involvement, and it will be facilitated using a transformative learning model. From this model, students work with the instructor as full partners in assuming responsibility for the success of the course. Class activities will include lectures, supportive examples with media, individual work, small group work, and full class work and discussion. The cultivation of social work values is a central aim of this course, with a particular emphasis on the worth and dignity of the individual, the importance of human relationships, competence, and social justice. Thus, the instructor and students are expected to create and sustain a learning environment that is safe, supportive, and empowering. Engaging with your peers and colleagues in a respectful, genuine, and empathetic manner is a valuable way to further instill those attitudes and behaviors when engaging with clients in the community. Just as your future clients will benefit from your support, kindness, empathy, and respect; so will your peers, colleagues, and instructor.

**EXPECTATIONS FOR WRITTEN ASSIGNMENTS AND WRITING SUPPORT:**

Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School’s Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a learning opportunity for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to [SOSWwritingsupport@gmail.com](mailto:SOSWwritingsupport@gmail.com) . In addition, see the Writing Resources and References page on the School’s website (under the Current Students tab: <https://ssw.unc.edu/students/writing>). Written assignments should be typed and follow APA format as specified in the APA Publication Manual (6<sup>th</sup> edition). The following websites and links also provide helpful information regarding APA formatting: <https://owl.english.purdue.edu/owl/resource/560/01/> <http://www.apastyle.org/apa-style-help.aspx> [http://ssw.unc.edu/files/web/pdf/APA\\_Quick\\_Reference\\_Guide.pdf](http://ssw.unc.edu/files/web/pdf/APA_Quick_Reference_Guide.pdf)

Students are expected to use rigorous academic writing; grades will be lowered for poor grammar, syntax, or spelling. Students can get help with their writing from the School of Social Work writing support team: Diane Wyant ([dwyant@email.unc.edu](mailto:dwyant@email.unc.edu)) and Susan White ([sewhite@email.unc.edu](mailto:sewhite@email.unc.edu)). Help with writing is also available through the UNC Writing Center: <http://writingcenter.unc.edu/>.

#### **POLICY ON INCOMPLETES AND LATE ASSIGNMENTS:**

An assignment is considered late if handed in or submitted any later than the start of class on the day it is due (or with respect to a specified due date/time). Students must notify the instructor at least 24 hours before an assignment is due if an assignment is going to be turned in late. Extensions may be given at the Instructor's discretion. Students will lose 10 percentage points of the total possible score for each day beyond the due date/time (including weekends) for unexcused late assignments. Assignments more than 5 days late will not be accepted.

**COMMUNITY STANDARDS IN OUR COURSE AND MASK USE:** This fall semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community -- your classmates and me -- as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the [Office of Student Conduct](#). At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see <https://carolinatogether.unc.edu/university-guidelines-for-facemasks/>.

#### **SAFETY**

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance, Report and Response Coordinators, Counseling & Psychological Services (confidential), or the Gender Violence Services Coordinators (confidential) to discuss your specific needs. Additional resources are available at [safe.unc.edu](http://safe.unc.edu). <https://safe.unc.edu/create-change/faculty-staff-opportunities/>

#### **POLICY ON ACADEMIC DISHONESTY:**

Please refer to the *APA Style Guide*, *The SSW Manual*, and the SSW Writing Guide for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating that, "I have not given or received unauthorized aid in preparing this written work".

In keeping with the UNC Honor Code, "if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required."

#### **Accessibility and Resources Services**

The School of Social Work aims to create an educational environment that supports the learning needs of all students. The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students



with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. The Accessibility Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations. If you might need accommodations at any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit their website at <http://accessibility.unc.edu>, and contact ARS by email: [accessibility@unc.edu](mailto:accessibility@unc.edu) or phone at 919-962-8300. The accommodations process starts with ARS and helps instruct Faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement needed accommodations for all of our students. In addition to seeking ARS supports, please also reach out to your instructor to communicate how best your needs can be met once you have begun the ARS process.

### **Equal Opportunity and Compliance (EOC) Statement.**

Acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited at UNC-Chapel Hill. If you have experienced these types of conduct, you are encouraged to report the incident and seek resources on campus or in the community. Please contact the Director of Title IX Compliance / Title IX Coordinator (Adrienne Allison, [adrienne.allison@unc.edu](mailto:adrienne.allison@unc.edu)), Report and Response Coordinators (Ew Quimbaya-Winship, [egw@unc.edu](mailto:egw@unc.edu); Rebecca Gibson, [rmgibson@unc.edu](mailto:rmgibson@unc.edu); Kathryn Winn [kmwinn@unc.edu](mailto:kmwinn@unc.edu)), Counseling and Psychological Services (CAPs)\*\* (confidential) in Campus Health Services at (919) 966-3658, or the Gender Violence Services Coordinators (confidential) (Cassidy Johnson, [cassidyjohnson@unc.edu](mailto:cassidyjohnson@unc.edu); Holly Lovern, [holly.lovern@unc.edu](mailto:holly.lovern@unc.edu)) to discuss your specific needs. Additional resources are available at [safe.unc.edu](http://safe.unc.edu).

\*\* Please note, if you teach in the DE programs, Winston-Salem and Triangle students do not have access to CAPS during the first two years of their program so you may want to amend this resource.

### **POLICIES ON THE USE OF ELECTRONIC DEVICES IN THE CLASSROOM:**

We are all invested in creating a learning environment of respect and engagement. Students may use laptops in class for taking notes or completing tasks. However, I ask that you use them **only** for relevant activities—not for checking email or surfing the Web. During class, cell phones and other devices should be silenced. No text messaging during class.

### **BAD WEATHER POLICY:**

Please check your email by 7:30 AM on the day of class in case of snow, ice, or other threatening and/or unsafe conditions. Use your best judgment about travel safety if you are driving to Chapel Hill from surrounding areas that have snow, ice, or other threatening and/or unsafe conditions.

## **COURSE OUTLINE AND READINGS**

### **Class 1 Introductions and Course Overview**

## Content

- Introductions.
- We will review the course syllabus, assignments, and expectations.
- It is crucial that we, together, create a safe and supportive learning environment for this course. We will discuss how best to achieve this as a class.
- Discuss creating fictional families for use in later role plays

## Readings

- Course Syllabus

## Class 2 Defining Family, Family Demographics and Diversity, Family Systems Perspective

### Content

- We will discuss inclusive definitions of “family,” and their implications for family theory and practice.
- We will overview demographic trends in the United States, as well as diversity with respect to family structure and experiences.
- Highlight data on problematic substance use and families.
- Students will begin a process of cultivating a family systems orientation, which attempts to understand individuals within the family contexts and dynamics they are situated.
- Action – ReSPECT Model

### Readings

- Bethany L. Letiecq, B.L. (2019). Surfacing Family Privilege and Supremacy in Family Science: Toward Justice for All. *Journal of Family Theory and Review*, pp. 1-14. DOI:10.1111/jftr.12338
- Cherlin, A. (2010). Demographic trends in the United States: A review of research in the 2000s. *Journal of Marriage and Family*, 72, 403-419.
- Brown, S. L., Stykes, J. B., & Manning, W. D. (2016). Trends in children's family instability, 1995–2010. *Journal of Marriage and Family*, 78(5), 1173-1183.
- The National Center on Addiction and Substance Abuse. (2005). *Family Matters: Substance Abuse and The American Family*. Retrieved from <https://www.centeronaddiction.org/addiction-research/reports/family-matters-substance-abuse-and-american-family>
- SAMHSA. (2017). The CBHSQ Report: Children Living with Parents Who Have a Substance Use Disorder. Retrieved from [https://www.samhsa.gov/data/sites/default/files/report\\_3223/ShortReport-3223.html](https://www.samhsa.gov/data/sites/default/files/report_3223/ShortReport-3223.html)
- Edward, J. (2011). *Working with Families: Guidelines and Techniques* (2nd ed.). (Chapter 1 Part 1 – Concepts, pp. 1-36).

- Carr, A. (2016). The evolution of systems theory. In T. Sexton & J. Lebow (Eds.), *Handbook of family therapy* (pp. 13-29). New York: Routledge.

### Supplemental/Related Materials (Not Required)

- Visit: <https://www.samhsa.gov/data/data-we-collect/nsduh-national-survey-drug-use-and-health>

## Class 3 Explanatory Family Theory: Introduction to the Contextual Model of Family Stress (CMFS) and related models / CMFS: Family Stressors

**\*\*\*Reflection Paper Due\*\*\***

### Content

- An introduction and brief overview of the Contextual Model of Family Stress (CMFS) will be provided.
- We will overview various types of family stressor events and situations.
  - Ambiguous loss will be highlighted and discussed as a highly impactful family stressor.
- In addition to thinking about how families face and respond to stressors in general, we will discuss experiences that are unique to families that experience various forms of discrimination, oppression, marginalization, and/or injustice. Consistent with this topic, we will review the Mundane Extreme Environment Stress (MEES) perspective and the Sociocultural Family Stress Model. Both of these models are highly related to the CMFS, and further enrich our view and understanding of important family experiences.
- Action – Family Mapping and Hypothesis Building

### Readings

- Edward, J. (2011). *Working with Families: Guidelines and Techniques* (2nd ed.). (Chapter 1 Part 2 – Procedures and Processes, pp. 37-57).
- Smith, S., & Landor, A. (2018). Toward a better understanding of African American families: Development of the sociocultural family stress model. *Journal of Family Theory & Review*, *10*(2), 434-450.
- Peters, M. F., & Massey, G. (1983). Mundane extreme environmental stress in family stress theories: The case of Black families in White America. *Marriage & Family Review*, *6*(1-2), 193-218.
- Boss, P. (2016). The context and process of theory development: The story of ambiguous loss. *Journal of Family Theory & Review*, *8*(3), 269-286.

## Class 4 CMFS: Family Outcomes, Resources, and Perceptions

### Content

- We will discuss various conceptualizations of optimal family outcomes.

- We will also discuss the role of family resources and family perceptions in the family stress management process.
  - Family boundary ambiguity will be highlighted and discussed as an influential perceptual factor in families.
- Action – Goal Setting (Playing the Scribe, Goals for All)

### Readings

- Edward, J. (2011). *Working with Families: Guidelines and Techniques* (2nd ed.). (Chapter 2 – Special Situations, pp. 58-82).
- Carroll, J. S., Olson, C. D., & Buckmiller, N. (2007). Family boundary ambiguity: A 30-year review of theory, research, and measurement. *Family Relations*, 56(2), 210-230.

## Class 5 Engaging and Assessing Families / Choosing an Intervention

### Content

- We will discuss principles associated with skillful and ethical family engagement, including awareness of family culture, racial/ethnic identity, socio-economic status, and religion, among other family characteristics and experiences.
- We will discuss general strategies and review general tools for assessing family situations in an effort to inform intervention approaches. General tools include:
  - Genograms
  - Ecomaps
  - Circumplex Model
  - Family Resilience Framework
- We will review a framework for aligning family needs, goals, or aspirations with appropriate intervention strategies. This framework will integrate the CMFS, a family level-of-need orientation, and clinical work as presented by Patricia Papernow (2013, 2018).
- Different types or levels of interventions will be introduced and discussed, highlighting a continuum of family interventions. We will also discuss differences between prevention and intervention strategies.
- Action – Family Sculpting, Circle Method

### Readings

- Thomlison, B. (2002). *Family assessment handbook: An introduction and practical guide to family assessment and intervention* (pp. 51–74). Pacific Grove, CA: Brooks/Cole Thomson Learning.
- Walsh, F. (2016). Applying a family resilience framework in training, practice, and research: Mastering the art of the possible. *Family Process*, 55(4), 616-632.

- Olson, D. H., & Gorall, D. (2003). Circumplex model of marital and family systems. In F. Walsh (Ed.), *Normal family processes* (3<sup>rd</sup> ed., pp. 514-544). New York: Guilford.
- Kilpatrick, A. (2009). Levels of family need. In A. Kilpatrick & T. Holland (Eds.), *Working with families: An integrative model by level of need* (5<sup>th</sup> ed., pp. 3-14). Boston, MA: Pearson.
- Edward, J. (2011). *Working with Families: Guidelines and Techniques* (2nd ed.). (Chapter 3 – Counselor Ideas, pp. 83-105).

### Supplemental/Related Materials (Not Required)

- McCullough-Chavis, A., & Waites, C. (2008). Genograms with African-American families: Considering cultural context. In C. Waites (Ed.), *Social work practice with African American families: An intergenerational perspective* (pp. 35–54). New York: Routledge.
- Swainson, M., & Tasker, F. (2005). Genograms redrawn: Lesbian couples define their families. *Journal of GLBT Family Studies*, 1, 3–27.
- Robbins, R., Robbins, S., & Stenner, B. (2013). Native American family resilience. In D. S. Becvar (Ed.), *Handbook of family resilience* (pp. 197-214). New York: Springer.
- Bermudez, J. M., & Mancini, J. A. (2013). Familias fuertes: Family resilience among Latinos. In D. S. Becvar (Ed.), *Handbook of family resilience* (pp. 215-227). New York: Springer.
- Hollingsworth, L. (2013). Resilience in Black families. In D. S. Becvar (Ed.), *Handbook of family resilience* (pp. 229-244). New York: Springer.
- Rigazio-DiGilio & Ki, P. (2013). Resilience relative to Korean families. In D. S. Becvar (Ed.), *Handbook of family resilience* (pp. 245-266). New York: Springer.
- Olson, D. (2011). FACES IV and the circumplex model: Validation study. *Journal of marital and family therapy*, 37(1), 64-80.

## Class 6 Assessing and Intervening with Families: Structural and Strategic Family Therapy

### Content

- We will overview and discuss the general process of assessing and intervening with families using Structural and Strategic Family Therapy.
- Action – Use of Paradox
- Time at the end of class will be allocated for discussing and answering questions about the Final Targeted Paper.

### Readings - Structural

- Colapinto, J. (2015). Minuchin, Salvador. In E. Neukrug (Ed.), *The SAGE encyclopedia of theory in counseling and psychotherapy* (pp. 661-662). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781483346502.n238

- Minuchin, S., Nichols, M., & Lee, W. (2007). Assessing families and couples: From symptom to system. (Chapter 1 – Introduction: A Four-Step Model for Assessing Families and Couples, pp. 1-14).
- Minuchin, S., Nichols, M., & Lee, W. (2007). Assessing families and couples: From symptom to system. (Chapter 3 – Conflictual Couple/Triangulated Children, pp. 35-49).
- Colapinto, J. (2016). Structural family therapy. In T. Sexton & J. Lebow (Eds.), *Handbook of family therapy* (pp. 120-133). New York: Routledge.
- Aponte, H. (2009). Structural family interventions. In A. Kilpatrick & T. Holland (Eds.), *Working with families: An integrative model by level of need* (5<sup>th</sup> ed., pp. 117-128). Boston, MA: Pearson.

#### **Supplemental/Related Materials (Not Required) - Structural**

- Carr, A. (2009). The effectiveness of family therapy and systemic interventions for child-focused problems. *Journal of Family Therapy*, 31, 3-45.
- Carr, A. (2009). The effectiveness of family therapy and systemic interventions for adult-focused problems. *Journal of Family Therapy*, 31, 46-74.

#### **Readings – Strategic**

- Ray, W. (2015). Haley, Jay. In E. Neukrug (Ed.), *The SAGE encyclopedia of theory in counseling and psychotherapy* (pp. 488-489). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781483346502.n165
- Madanes, C. (2015). Madanes, Cloe. In E. Neukrug (Ed.), *The SAGE encyclopedia of theory in counseling and psychotherapy* (pp. 623-624). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781483346502.n220
- Jiménez, L., Hidalgo, V., Baena, S., León, A., & Lorence, B. (2019). Effectiveness of Structural-Strategic Family Therapy in the Treatment of Adolescents with Mental Health Problems and Their Families. *International journal of environmental research and public health*, 16(7), 1255. doi:10.3390/ijerph16071255
- Szapocznik, J., Zarate, M., Duff, J., & Muir, J. (2013). Brief strategic family therapy: engaging drug using/problem behavior adolescents and their families in treatment. *Social work in public health*, 28(3-4), 206–223. doi:10.1080/19371918.2013.774666
- Sheehan, A. H., Friedlander, M. L. (2015). Therapeutic alliance and retention in Brief Strategic Family Therapy: A mixed-methods study. *Journal of Marital and Family Therapy*, 41, 415– 427. doi: [10.1111/jmft.12113](https://doi.org/10.1111/jmft.12113)
- Video: Webinar: Brief Strategic Family Therapy (BSFT)
  - <https://www.youtube.com/watch?v=iwonndes-VY>

#### **Supplemental/Related Materials (Not Required) – Strategic**

- \*Video Interview of Jay Haley (Skim; consider viewing at 25 minute mark): <https://www.youtube.com/watch?v=F7GJuk1frMg>

## Class 7 Assessing and Intervening with Families: Emotionally Focused and Satir Family Therapy

### Content

- We will overview and discuss the general process of assessing and intervening with families using an emotionally focused approach. Emotionally focused therapy is a process-focused, humanistic-experiential, and systemic intervention modality that has been used widely to restore and strengthen attachment bonds between adult partners and between parents and their children.
- We will overview and discuss the general process of assessing and intervening with families using Satir Family Therapy.

### Readings - EFT

- McDonald, A. (2015). Emotion-focused family therapy. In E. Neukrug (Ed.), *The SAGE encyclopedia of theory in counseling and psychotherapy* (pp. 338-341). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781483346502.n120
- Johnson, S. (2018). Attachment theory. In J. Lebow, A. Chambers, & D. Breunlin (Eds.), *Encyclopedia of couple and family therapy*.
- Johnson, S., & Brubacher, L. (2016). Emotionally focused couple therapy. In T. Sexton & J. Lebow (Eds.), *Handbook of family therapy* (pp. 326-348). New York: Routledge.
- Furrow, J., & Palmer, G. (2018). Emotionally focused family therapy. In J. Lebow, A. Chambers, & D. Breunlin (Eds.), *Encyclopedia of couple and family therapy*.
- Almond, K., & Allan, R. (2019). Incorporating MDMA as an Adjunct in Emotionally Focused Couples Therapy with Clients Impacted by Trauma or PTSD. *The Family Journal*, 27(3), 293–299. <https://doi.org/10.1177/1066480719852360>

### Supplemental/Related Materials (Not Required) - EFT

- Wiebe, S., & Johnson, S. (2018). Emotionally focused couple therapy. In J. Lebow, A. Chambers, & D. Breunlin (Eds.), *Encyclopedia of couple and family therapy*.
- Johnson, S., (2008). *Hold me tight: Seven conversations for a lifetime of love*. New York: Little Brown & Co.
- [www.druejohnson.com/videos](http://www.druejohnson.com/videos)

### Readings – Satir

- Pope, V. & Lawrence, C. (2017). Virginia satir model. In J. Carlson & S. Dermer (Eds.), *The sage encyclopedia of marriage, family, and couples counseling* (Vol. 4, pp. 1753-1758). Thousand Oaks, CA: SAGE Publications, Inc doi: 10.4135/9781483369532.n525
- Leung, P.PY., Lau, W.KW. & Chung, C.LP. Contemp Fam Ther (2019) 41: 56. <https://doi-org.libproxy.lib.unc.edu/10.1007/s10591-018-9477-7>
- Fatemeh Karimi Ahmad-Abadi, Masoomah Maarefvand, Hakimeh Aghaei, Samaneh Hosseinzadeh, Mahboubeh Abbasi & Jagdish Khubchandani (2017) Effectiveness of Satir-Informed Family-Therapy on the Codependency of Drug Dependents' Family Members

in Iran: A Randomized Controlled Trial, *Journal of Evidence-Informed Social Work*, 14:4, 301-310, DOI: [10.1080/23761407.2017.1331147](https://doi.org/10.1080/23761407.2017.1331147)

- Bonnie K. Lee, Martin Rovers, From “Saving Satir” to “Evolving Satir”, *Social Work*, Volume 61, Issue 4, October 2016, Pages 372–374, <https://doi-org.libproxy.lib.unc.edu/10.1093/sw/sww056>

### Supplemental/Related Materials (Not Required) - Satir

- Satir – A family with a drug problem (<https://www.youtube.com/watch?v=YmtRw3D-2e8>)

## Class 8 Assessing and Intervening with Families: Focus on Problematic Substance Use & Addiction

### Content

- We will explore how to assess and intervene around problematic substance use.
- Don’t talk, don’t trust, don’t feel – Claudia Black
- Action – Assessing and intervening for PSU through Stress inquiries, Circling-In, and Worried Child
- Plan for next class : Student-lead interventions

### Readings

- Edward, J. (2011). *Working with Families: Guidelines and Techniques* (2nd ed.). (Chapter 6 – Working with Chemical Dependency in Families, pp. 149-178).
- Wiechelt, S. A., Gryczynski, J., Johnson, J. L., & Caldwell, D. (2012). Historical Trauma Among Urban American Indians: Impact on Substance Abuse and Family Cohesion. *Journal of Loss & Trauma*, 17(4), 319–336. <https://doi-org.libproxy.lib.unc.edu/10.1080/15325024.2011.616837>
- Dingel, M. J., Ostergren, J., Koenig, B. A., & McCormick, J. (2019). “Why did I get that part of you?” Understanding addiction genetics through family history. *Public Understanding of Science*, 28(1), 53–67. <https://doi.org/10.1177/0963662518785350>
- Kelly, V. (2016;2015;). *Addiction in the family : What every counselor needs to know* (1st ed.) American Counseling Association. (Chapter 7 - Emotional Consequences of Living With a Person With an SUD, pp. 69-102).
- Moradi, P., Fathali Lavasani, F., & Dejman, M. (2019). Adolescent substance abuse and family environment: A qualitative study. *International Journal of High Risk Behaviors and Addiction*, 8(2) doi:10.5812/ijhrba.83781
- Center for Substance Abuse Treatment. *Substance Abuse Treatment and Family Therapy*. Rockville (MD): Substance Abuse and Mental Health Services Administration (US); 2004. (Treatment Improvement Protocol (TIP) Series, No. 39.) Chapter 2 – Impact of Substance Abuse on Families.



- \*Therapy Manuals for Drug Addiction: Brief Strategic Family Therapy for Adolescent Drug Abuse. (2003). NIH Pub. No. 03-4751. Retrieved from <http://www.bsft.org/>

### Supplemental/Related Materials (Not Required)

- Selbekk, A. S., Sagvaag, H., & Fauske, H. (2015). Addiction, families and treatment: A critical realist search for theories that can improve practice. *Addiction Research & Theory*, 23(3), 196–204. <https://doi-org.libproxy.lib.unc.edu/10.3109/16066359.2014.954555>

## Class 9 Student-lead Practice Day (TBD)

### Content

- Students will engage one another around any topic germane to the course, with focus on what they have learned and questions of implementation.
- Students will engage one another in practicing interventions of their choice and subsequent feedback.

### Readings

- *Who you kidding. Go back and read the material you skipped. It's catch-up week. Enjoy.*

## Class 10 Assessing and Intervening with Families: A Focus on Stepfamilies and Military-Connected Families

**\*\*\*Collages Due\*\*\***

### Content

- We will revisit in more depth the shifting landscape of family structure in the United States and highlight stepfamilies as an increasingly common family form. An inclusive and explicit definition of stepfamilies will be provided, along with a review of other labels commonly applied to stepfamilies that have fallen out of favor among family practitioners and researchers.
- We will overview common stepfamily challenges, explore stepfamily experiences through the lens of the CMFS, and discuss processes of resilience in stepfamilies.
- We will discuss best practices for intervening with stepfamilies, drawing largely from the work of Patricia Papernow (2013, 2018), a leading expert and practitioner in the field.
- Many families in the United States are connected to military institutions. Military-connected families face unique demands that warrant focus among family practitioners. We will overview common experiences among military-connected families, explore military family experiences through the lens of the CMFS, and highlight opportunities and methods for efficacious practice.

### Readings - Stepfamilies

- Pew Research Center. (2011). *Pew social & demographic trends survey: A portrait of stepfamilies*. Washington, DC: Pew Research Center.
- Ganong, L., & Coleman, M. (2018). Studying stepfamilies: Four eras of family scholarship. *Family Process, 57*(1), 7-24.
- Coleman, M., Ganong, L., & Russell, L. (2013). Resilience in stepfamilies. In D. Becvar (Ed.), *Handbook of family resilience* (pp. 85-103). New York: Springer.
- Papernow, P. L. (2018). Clinical guidelines for working with stepfamilies: What family, couple, individual, and child therapists need to know. *Family Process, 57*(1), 25-51.

### Supplemental/Related Materials (Not Required) - Stepfamilies

- Jensen, T., & Howard, M. O. (2015). Perceived stepparent-child relationship quality: A systematic review of stepchildren's perspectives. *Marriage & Family Review, 51*(2), 99-153.
- Lebow, J. L. (2018). Stepfamilies in family therapy and family science. *Family Process, 57*(1), 3-6.
- Papernow, P. L. (2018). Recoupling in mid-life and beyond: From love at last to not so fast. *Family Process, 57*(1), 52-69.
- Jensen, T. (2017). Constellations of dyadic relationship quality in stepfamilies: A factor mixture model. *Journal of Family Psychology, 31*(8), 1051-1062.
- Jensen, T. (2018). A typology of interactional patterns between youth and their stepfathers: Associations with family relationship quality and youth well-being. *Family Process*. Advance online publication. doi: 10.1111/famp.12348
- Stewart, S. D. (2005). Boundary ambiguity in stepfamilies. *Journal of Family Issues, 26*(7), 1002-1029.
- Ganong, L., & Coleman, M. (2017). *Stepfamily relationships: Development, dynamics, and interventions* (2<sup>nd</sup> ed.). New York: Springer.
- Browning, S., & Artelt, E. (2012). *Stepfamily therapy: A 10-step clinical approach*. Washington, DC: American Psychological Association.

### Readings – Military Families

- Meyer, E., Writer, B., & Brim, W. (2016). The importance of military cultural competence. *Current Psychiatry Reports, 18*, 26.
- Bowen, G. L., Jensen, T. M., & Williams, B. (2017). Prevention of family maltreatment in the US Air Force: A systematic review of research on active-duty military personnel. *Journal of Family Social Work, 20*(1), 52-80.
- Drummet, A. R., Coleman, M., & Cable, S. (2003). Military families under stress: Implications for family life education. *Family Relations, 52*(3), 279-287.
- Rotter, J. C., & Boveja, M. E. (1999). Counseling military families. *The Family Journal, 7*(4), 379-382.

- Gewirtz, A. H., Erbes, C. R., Polusny, M. A., Forgatch, M. S., & DeGarmo, D. S. (2011). Helping military families through the deployment process: Strategies to support parenting. *Professional Psychology: Research and Practice*, 42(1), 56-62.

### **Supplemental/Related Materials (Not Required) – Military Families**

- Clearinghouse for Military Family Readiness (2018). <https://militaryfamilies.psu.edu/>
- Anderson, J., Amanor-Broadu, Y., Stith, S., & Foster, R. (2013). Resilience in military marriages experiencing deployment. In D. S. Becvar (Ed.), *Handbook of family resilience* (pp. 105-118). New York: Springer.
- Jensen, T. M., & Bowen, G. L. (2018). Informing efforts to prevent family maltreatment among airmen: A focus on personal resilience. *Journal of Family Social Work*, 21(2), 129-151.
- Huebner, A. J., Mancini, J. A., Bowen, G. L., & Orthner, D. K. (2009). Shadowed by war: Building community capacity to support military families. *Family Relations*, 58(2), 216-228.
- Bowen, G. L., & Martin, J. A. (2011). The resiliency model of role performance for service members, veterans, and their families: A focus on social connections and individual assets. *Journal of Human Behavior in the Social Environment*, 21(2), 162-178.
- Hollingsworth, W. G. (2011). Community family therapy with military families experiencing deployment. *Contemporary Family Therapy*, 32, 215-228.
- Palmer, C. (2008). A theory of risk and resilience factors in military families. *Military Psychology*, 20(3), 205-217.
- Everson, R., & Figley, C. (2011). *Families under fire: Systemic therapy with military families*. New York: Routledge.

## **Class 11 Collages and Discussion / Family Migration / Evaluating Family Outcomes and Change**

### **Content**

- We will spend time in class sharing and discussing the collages.
- Discussion on Family Migration (handout)
- We will also discuss general processes associated with evaluating family outcomes and change overtime. It is important that practitioners examine whether intervention activities are achieving desired results among families.
- Some time will be set aside to answer any final questions about the individual presentations and Final Integrative Paper.
- Action – Collage Presentations

### **Readings**

- Bailey Jr., D. B., McWilliam, R. A., Darkes, L. A., Hebbeler, K., Simeonsson, R. J., Spiker, D., & Wagner, M. (1998). Family outcomes in early intervention: A framework for program evaluation and efficacy research. *Exceptional Children*, 64(3), 313-328.

- Lambert, M. J. (2017). Maximizing psychotherapy outcome beyond evidence-based medicine. *Psychotherapy and Psychosomatics*, 86(2), 80.

## Class 12 Assessing and Intervening with Families: Couples and Multiple Family Group Therapy

\*\*\* Target Paper Presentations \*\*\*

### Content

- We will explore working with families within the context of couples therapy and multiple family group therapy.
- Action – MFG Role-Play

### Readings/Material – Couples

- S. J. A. Boddington & A. Lavender (1995) Treatment models for couples therapy: A review of the outcome literature and the Dodo's verdict, *Sexual and Marital Therapy*, 10:1, 69-81, DOI: [10.1080/02674659508405539](https://doi.org/10.1080/02674659508405539)
- Video with John Gottman – Making Marriage Work
  - (<https://www.youtube.com/watch?v=AKTyPgwfPgg>)
- Video on Behavioral Couples Therapy with Ivy Dey-Johnson, Clinical Social Worker, Durham VA
  - <https://youtu.be/5-1dVGlwZ24>

### Readings/Material – Multiple Family Groups

- Edward, J. (2011). *Working with Families: Guidelines and Techniques* (2nd ed.). (Chapter 5– Multiple Family Groups, pp. 143-148).
- Mooly M.C. Wong, Joyce L.C. Ma, Lundy C.L. Chan (2019). The impact of poverty on children in out-of-home care services in a Chinese context and the application of multiple family group therapy to enrich their family lives. *Children and Youth Services Review*, 70, 76-84. doi.org/10.1016/j.childyouth.2017.06.013.
- Gopalan G., Small L., Fuss A., Bowman M., Jackson J., Marcus S., & Chacko A. (2015). Multiple Family Groups to reduce child disruptive behavior difficulties: Moderating effects of child welfare status on child outcomes. *Child Abuse & Neglect*, 46, (pp. 207-219). <https://doi.org/10.1016/j.chiabu.2015.06.006>

## Class 13 Bringing It All Together / Course Wrap-Up

\*\*\*Targeted Paper Presentations\*\*\*

\*\*\* Course Self-Eval Due \*\*\*

## **Content**

- Students will deliver 10-minute presentations of content from the Final Paper assignment. This will provide everyone the opportunity to share their own learning, as well as discover the learning of their peers.
- As a class, we will discuss key lessons learned and review key points from the class. We will also discuss plans for ongoing learning so that students can continue cultivating expertise in social work practice with families.
- Time at the end of class will be available to complete the course evaluation.
- Action – Presentations, Closure Activity

## **Readings**

- To be determined on the basis of class discussions and interests.

**Final Paper Due Friday, November 20 by 11:00 PM**