

TEAMING

Guide

MiTEAM Specialist Led Application Exercises



June 2016

MiTEAM Specialist Application Exercise 1: Genogram & Ecomap

Purpose: To provide instructions on how to create a genogram and ecomap, and practice using them for the purpose of forming a team.

Planning	
Materials	<ol style="list-style-type: none"> 1. Copies of Worksheet 1 and 2 (instructions) for each participant. 2. Copies of Worksheet 3 and 4 (Smith Family Genogram and Ecomap) for each group/table. 3. Large paper. 4. Markers.
Preparation	<p>Logistics: You may have up to 30 participants in each application exercise. You are encouraged to ensure participants are from mixed programs.</p> <p>Approximate length: 2 hours</p> <p>Make copies of the worksheets for each participant.</p> <p>Arrange seating so that there are 5 participants at each table. Provide three large pieces of paper and markers for each table.</p> <p>Write on a large piece of paper the definition of team formation and post it in the room. TEAM FORMATION: Degree to which: A group of motivated, qualified people - including any informal supporters a parent or youth may invite who bring skills and knowledge appropriate to the needs of the focus child/youth and family - have been identified, recruited, and made commitments to participate as team members for them. The collective team has the ability to plan, organize, and execute effective services for the focus child/youth and family, given the level of complexity and cultural background involved.</p> <p>Post the type of definitions of the following 3 methods of diagraming:</p> <ul style="list-style-type: none"> • Family timelines: highlight life events that are noteworthy to family members and those who have been involved with these life events. Useful for FORMING a team if the technical and cultural connections can be identified. • Ecomaps: describe the family’s perspective of itself in relationship to the wider community and can help the caseworker and family explore important spiritual and cultural connections. A very useful tool for FORMING a team. • Genograms: outline family relationships, multigenerational patterns, and the roles played by individual family members; are great assessment tools and can begin the process of forming a family team.

Outline	
Introduction	<p>Objective: Introduce the purpose of the application exercise and orient the group to the benefits of diagraming with the family.</p> <p>Introduction: Welcome. The purpose of today’s application exercise is to provide each of you instructions on how to create a genogram and ecomap, and then practice using these</p>

diagrams for the purpose of forming a team.

The use of diagrams to describe complex family relationships can reduce or replace the use of lengthy written notes. Developing a visualization of the family system with the family recognizes the family as the most knowledgeable source of information about itself. As the kind of data requested is concrete and not extremely personal, their use encourages an interviewing style that tends to be non-threatening. Most people will more readily discuss themselves and their backgrounds under these circumstances and share more personal information as rapport is established. The use of these methods offers the caseworker an opportunity to observe and engage the family in their environment. Having the family members sit beside the caseworker and assist in a diagram's completion (rather than across the table in an adversarial position) is a good example of how this method fits in with family-centered approach. It leads the family to open communication and insight into their past and present.¹

Small group activity: There are 3 types of diagramming that are highly recommended. Family timelines, ecomaps and genograms. At your tables, take 5 minutes to read the definition of each diagram (posted on the wall) as a group and discuss your experience using them in your casework.

Note: Share that **policy FOM 722-06** states that genograms are required to be completed for each family as a part of the case service plan.

Script: For the purpose of today's exercise we are going to introduce genograms and ecomaps as tools to help with team formation, however, the tools can also be expanded upon during the assessment process to gain additional information and insights. The Quality Service Review tells us that team formation is the, "degree to which: A group of motivated, qualified people - including any informal supporters a parent or youth may invite who bring skills and knowledge appropriate to the needs of the focus child/youth and family - have been identified, recruited, and made commitments to participate as team members for them. The collective team has the ability to plan, organize, and execute effective services for the focus child/youth and family, given the level of complexity and cultural background involved."

So, specifically today we will use the tools to gather information about:

- Who the family is - their names, ages, relationships, occupations, and religion.
- Roles in the family and who performs them - Are grandparents, older children or others involved in the parenting? Do members identify any unfulfilled tasks? Who is perceived as having the most power in this family?
- The family communication - Are there identifiable channels of communication? Who communicates to whom and how?
- The relationship system(s) - How do members of this family feel about the other

¹http://dss.mo.gov/cd/info/cwmanual/section7/ch1_33/sec7ch25.htm

	<p>members? Who is close to whom in this family? Are there identifiable alliances? What are the major conflicts within the family from the point of view of each member?</p> <ul style="list-style-type: none"> • The family network - What persons or systems are important to the family? Outside the immediate family, where does the family turn for support? • How does the family "fit" in relation to larger society? Are there problems with other organizations, schools, work, church, etc.? <p>Conclusion: It's like that old saying, "a picture is worth a thousand words." Creating the diagram is the first step in team formation, it provides a forum for us to engage the family in a discussion about potential team members. Once we have generated a list of names we can enter into dialogue with the family to determine who from that list are motivated, qualified and likely to commit to being a member of the team.</p>
Practice	<p>Objective: To practice engaging the family to form a team by facilitating a discussion around the creation of a genogram or ecomap.</p> <p>Handouts: Worksheet 1 and 2</p> <p>Script: In front of you there are instructions (Worksheet 1 and 2) on how to create a genogram and ecomap. Please take 5 minutes to individually review each of the worksheets. (Give them 5 minutes to do this.)</p> <p>Small Group Activity: You are going to work at your tables to create a genogram and ecomap. Each person at your table will need a role. I'm going to share with you each role's responsibility. Then I will give you an opportunity at your tables to decide who wants to do what.</p> <ul style="list-style-type: none"> • CASEWORKER: You will engage the family in dialogue. The purpose of this discussion is to begin the process of forming a team. So, as CASEWORKERS, you should attempt to facilitate a discussion with this as your goal. • SMITH FAMILY MEMBER: You will be provided a completed genogram and ecomap for your family. You will engage in a discussion with the caseworker and answer their questions based on the diagrams you've been given. Do not show other's the diagrams. You may be dramatic, however, please keep your discussion focused on forming a team. • ILLUSTRATOR 1: You are going to listen to the conversation and create a genogram based on the dialogue between the caseworker and family member. Please use the large paper at your table to create your illustration. • ILLUSTRATOR 2: You are going to also listen to the conversations and draw an ecomap based off of the dialogue between the caseworker and family member. You will also use the large paper at your table to create your illustration. • SCRIBE: You will take notes on the questions asked by the caseworker to engage the family member and solicit information to form a team. <p>Now that you've heard each role, please decide who will cover each role. (Allow tables 2 minutes to determine and then check to make sure roles are assigned and agreed upon by asking each role to raise their hand).</p> <p>Handouts: Worksheet 3 and 4 for SMITH FAMILY MEMBER</p>

	<p>You will initially be provided 20 minutes for the caseworker and family member to dialogue. During the dialogue, ILLUSTRATORS will begin creating their genogram and ecomap. After the 20 minutes, I will call time and the entire team will help finish the genogram and ecomap together.</p> <p>CASEWORKERS, when I say go, you will begin the activity by describing to the family the purpose of using the genogram and ecomap. Then you will ask the family's permission to proceed. You may reference the ILLUSTRATORS diagrams while talking with the FAMILY MEMBER as a way to check-in. Make the conversation relaxed, informal and fun.</p> <p>What questions do you have for me? (answer questions)</p> <p>(Let them dialogue for 20 minutes and then call time.)</p> <p>You will be provided 5 minutes to work together as a table to make sure that all information that was shared during the dialogue, and relevant to forming a team, is captured on the genogram and ecomap. FAMILY MEMBERS do not show the diagrams you were given. (Give the tables 5 minutes and then call time).</p> <p>FAMILY MEMBERS, at this time, please share the Smith Family diagrams with the rest of your team. At your tables take 5 minutes to compare how your illustrator's diagrams compared. Discuss similarities and differences. (Provide the groups 5 minutes to complete the instructions).</p> <p>Take 5-10 minutes at your tables to review the SCRIBES notes, discuss what questions worked well to open dialogue and what questions weren't as effective. (Give then 5-10 minutes and then bring the larger group back together for debrief).</p> <p>Debrief: (pose the following questions to the large group to debrief)</p> <ul style="list-style-type: none"> • FAMILY MEMBERS, tell me how you felt entering into this conversation? What did the CASEWORKER say to explain the purpose of diagraming? • SCRIBES, what were some of the best questions that were asked by the caseworkers? (highlight open-ended strength based questions) • Those of you that were illustrators, what was easy/hard? • If you were a caseworker, what was easy/hard? • Those of you that were family members, raise your hand. What was your overall experience? How did it feel? • Did your genograms and ecomaps look like the diagrams the family members were given? • What are your impressions about this activity?
Closure	<p>Objective: Provide a summary of the use of diagraming to form a family team.</p> <p>Final Thoughts: Forming a team is about having the right people at the table. Discovering who those motivated, qualified and committed people are for our families can prove to be challenging if we don't have a way to engage the family in a productive conversation about their supports. Creating diagrams with our families recognizes them as the experts on their family, reduces our written notes, and open lines of communication. Ultimately, it allows us to better serve children and families.</p> <p>This concludes our application exercise for today. I am available to answer questions or</p>

	<p>support you as you utilize diagramming in your casework. You can also find more information about ecomaps and genograms on CWTI's website (https://www.childwelfare.gov/pubs/engaging_families.pdf).</p>
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MiTEAM Specialist Application Exercise 2: Pre-Meeting Discussions

Purpose: To demonstrate how effective Pre-Meeting Discussions support the teaming process.

Planning	
Materials	<p>Make copies of the following for each participant:</p> <ol style="list-style-type: none"> 1. MDHHS Pub 1160 2. DHS1107 3. FTM Protocol
Preparation	<p>Logistics: You may have up to 30 participants in each application exercise. You are encouraged to ensure participants are from mixed programs.</p> <p>To prepare, on a large piece of paper write the following title on the top of the page: Concerns or Barriers to Holding Pre-Meeting Discussions. Then list the following:</p> <ul style="list-style-type: none"> • Having a meeting to have a meeting; • Time consuming; • Reluctance from family members to participate; • Seems repetitive to share the same information before every meeting. <p>On another sheet of large paper write the definition of team functioning: TEAM FUNCTIONING: Degree to which members of the team meet and participate in shared decision-making process on an ongoing basis. Actions of the team reflect effective family-center teamwork and collaborative problem solving that support meeting the child and family’s near-term and long-term goals as revealed in present results. Members of the team have a working relationship with the focus child/youth and family and with each other.</p> <p>On another sheet of large paper write the definition of team coordination: TEAM COORDINATION: Degree to which: Adequate leadership is evident in preparing team members in advance of meetings for upcoming decisions, facilitating teamwork activities, organizing family-centered planning and service decision processes for the child and family, and following-up on commitments made by team members to ensure that contributions are made. Effective service organization and integration efforts are evident in the assessment, planning, and delivery of interventions to the focus child/youth and family.</p>

Outline	
Introduction	<p>Objective: To share the purpose of the application exercise and encourage dialogue around Pre-Meeting Discussions.</p> <p>Introduction: Welcome. The purpose of today’s application exercise is to demonstrate how effective Pre-Meeting Discussions (PMD) support the teaming process. You learned in the tutorial that the Quality Service Reviews Practice Indicator of teaming’s central principle is based on achieving ‘<i>unity of effort</i>’ among those involved in supporting the child and family as they move through necessary processes to bring forth positive life changes. The PMD is</p>

	<p>one avenue to create and solidify unity of effort.</p> <p>Large group activity: To start, I'd like to address the elephant in the room. We know that PMD aren't valued by all. In fact, we have found, that often, pre-meeting discussions are not occurring, or they are not being documented. I'd like to direct your attention to the posted list of concerns or barriers we've heard from the field.</p> <p>Have any of you ever felt this way? (pause) Do you have any concerns or barriers you would like to add to the list (get responses and add them to the list)? Okay, we will come back to this list at the end of today's application exercise.</p> <p>Script: The Quality Service Review (QSR) gives us direction about how to team effectively with our families. There are 3 components:</p> <ul style="list-style-type: none"> • Team Formation (covered in the previous application exercise around Genograms) • Team Functioning • Team Coordination <p>First, we're going to look at team functioning.</p>
Team Functioning	<p>Objective: To demonstrate the importance of preparing for Family Team Meetings to ensure mutual purpose is established, team members are aware of the meetings purpose, and that the team remains committed to the meeting outcome.</p> <p>Script: (Ask someone to read the definition of team functioning.) Teaming is a verb, therefore, team functioning needs to occur from the moment of our referral to the point of case closure. Today we are going to narrow our scope and apply team functioning to a Family Team Meeting (FTM). When we look back at our definition, we see that part of team functioning is that team members meet and participate in shared decision making. FTM are one forum where this can occur. There is a quote by Lawrence J. Peter that says, "if you don't know where you are going, you will probably end up somewhere else." By a show of hands, how many of you have found yourself in an FTM that went well over an hour or hour and a half long? I would guess that the majority of the meetings you are recalling lost direction at some point. Having focus in your FTM is essential to its success. For shared decision making to occur in an FTM, all team members must know what we are trying to accomplish. Part of this can be determined by looking at the specific purpose of each type of FTM. Other information will come from talking to the family and establishing mutual purpose.</p> <p>Handout: FTM Protocol</p> <p>Script: Each type of Family Team Meeting is going to have a different purpose. On our DHS1105, Family Team Meeting Report, there is a recommendation section on the bottom of page 3. Your recommendation will always be related to the type of FTM being held, specifically, what you were trying to accomplish in that FTM. So, if you look in the Protocol</p>

at the Foster Care Section, specifically, Placement Preservation / Disruption, you see that the purpose is to bring everyone together when a child's placement is threatened with potential disruption and determine the best living arrangement based on an assessment of the child's vulnerability and caretaker capacity to meet the child's needs. So, your recommendation would be either to maintain or change placement. If this is the decision that needs to take place during the FTM, then it's essential the right people are brought to the table. In normal circumstances, you would not want to proceed without key people, like the caregiver, child or parents. If you look at the Case Services Plan Development/Reassessment in the Foster Care Section, the purpose is to begin developing the ISP/ or to update the USP. So, your recommendation is going to be to be around incorporating your action steps into the PATP and then proceeding/changing the permanency planning goal. If these are the decisions and discussion that needs to occur in the FTM, then you and the family should be asking yourself, who needs to participate to make the conversation productive and meaningful. Participants may vary from FTM to FTM, depending on what the team is trying to accomplish.

Small Group Activity: We are going to do a small group activity. Each table will be assigned a type of FTM. It's okay if you are assigned a FTM outside of your normal role (CPS, FC, Licensing, etc.). This will give us an opportunity to see how all of our roles fit together to form a bigger picture for our families. You will work in groups of four. Please take a minute to identify a group and situate yourself together somewhere in the room where you are comfortable to proceed to the activity (give them 2 minutes to do this and then assign each group a different type of FTM).

In order for teams to make informed decisions about who should be at an FTM we first need to be able to explain what we hope to accomplish at the FTM and open dialogue with the parents to establish mutual purpose. As a group, please take 15 minutes to create a 2-5 sentence script that a caseworker could use to describe the purpose of the FTM, or what the team will try to specifically accomplish during the meeting. Write your script out so that you can share with the larger group later. (provide the groups 15 minutes)

The next step would be dialoguing with the team to establish mutual purpose. You can establish mutual purpose, or create safety by assuring others that you care about their best interests and goals. (from Vital Smarts® Crucial Accountability Training). Anticipating family's potential near term needs or asking questions to explore their needs/desires will help you to assure them that you care. Next, in your groups, take 10 minutes to 1) brainstorm a family's potential near term needs related to the FTM you were assigned and create a list questions you could ask to explore their needs/desires. Please be prepared to share with the larger group. Let's do one together. For example, for a potential change of placement FTM, a near term need may be that the youth wants a support person to attend a portion of the FTM with them because they are feeling nervous. Another near term need may be to explore an intervention related to the youth's behavior as the foster parents

	<p>requested replacement because of the youth extreme behaviors. The parent may desire to participate in therapy with their daughter as a way to learn how to facilitate their daughter in managing her own behavior. What questions do you have for me (answer questions)?</p> <p>Okay, 10 minutes to brainstorm potential near term needs and a list of questions you could ask to explore their needs/desires (provide 10 minutes).</p> <p>Debrief: As a way to debrief, let's have each group share their script, list of potential near term needs and questions they created (go around the room and have groups share).</p> <p>Conclusion: It is essential to know what you are trying to accomplish before you can make an educated determination about who should be included and how to proceed. Being able to share with the family the specific intention of the FTM, and anticipating their potential short term needs and long term goals will prepare us to function better as a team and create effective case plans.</p>
<p>Team Coordination</p>	<p>Objective: To practice utilizing an initial Pre-Meeting Discussion as a way to prepare team members in advance of meetings for upcoming decisions.</p> <p>Script: Now let's look closer at team coordination. (Ask for a volunteer to read the definition of team coordination). As a caseworker you are ultimately responsible for ensuring team coordination, however, it is strongly encouraged that this responsibility be shared among members as the case progresses. When we look at the part of coordination that has to do with preparing team members and we apply this to Family Team Meetings this explains the purpose and importance of PMD. PMD are the official forum in which we engage families by:</p> <ul style="list-style-type: none"> • Sharing information about the Family Team Meeting process; • Easing fears about the unknown by sharing basic expectations; • Arranging logistics; and • Partnering with families so that they are prepared to take an active role in the FTM and lead their change. <p>Suppose I say, you are all going to do a 3 day intensive teaming training tomorrow, and I need you to meet me in our lobby at 9 a.m. What are your initial reactions? What kind of questions might you have about this training?</p> <p>(Possible answers could include, Where are we going? Why are we doing this? Who else will be there? Will I know them? What will happen when we get there? How do I prepare?)</p> <p>These are some of the same questions our families have when we fail to adequately prepare them for upcoming events or meetings. Time is valuable. It is your responsibility to ensure that everyone is adequately prepared for FTMs so that the meetings are productive and meaningful.</p> <p>In April 2016 there was a Children's Services Agency, Communication Issuance (CI 16-059) released that introduced Publication 1160, A Family's Guide to Pre-Meeting Discussions and</p>

Family Team Meetings. This is a brochure that is used to help educate families and it should be distributed to case members involved in the Pre-Meeting Discussion. There is also a form, DHS1107, A Caseworker's Guide to Pre-Meeting Discussions & Family Team Meetings that shares proposed script for explaining the topics in the Publication.

Handouts: MDHHS Pub 1160 and the DHS1107.

Small Group Activity: Take a moment to review the Publication and pages 3-4 of the DHS1107 (give 3 minutes to do this). Now, find a partner. We are going to do a two part activity where both partners will have a chance to practice preparing the family by conducting a portion of an initial pre-meeting discussion.

Part 1: Identify one of you to practice first. This person will raise their hand once you've decided to indicate you are ready to move forward to the next set of instructions. (wait for all hands)

Those of you who are practicing first, you will proceed as if you are the CASEWORKER during an initial pre-meeting discussion. Partners, you are the PARENT. As an efforts to share information, the CASEWORKER will explain to the PARENTS the following headings of the brochure:

- What is a Pre-Meeting Discussion?
- What is a Family Team Meeting?
- What happens at a Family Team Meeting?
- Who can be part of the Family Team?
- When are Family Team Meetings held?

If you are the PARENT, you are going to listen with the perspective of a parent. As you are listening, feel free to ask questions or stop the CASEWORKER during parts that don't make sense.

You have 10 minutes to complete this activity. You may start now (call time at 10 minutes).

Part 2: Now switch roles. One person is the CASEWORKER and the other is a PARENT.

Those of you who are the CASEWORKER, you will be practicing part of an initial pre-meeting discussion. You will be explaining the contents of the outside of the brochure, the key terms, which includes the following:

- Family story
- Confidentiality
- Ground rules
- Non-negotiables
- Informal supports

If you get stuck you can reference the DHS1107 for suggested scripts.

	<p>If you are the PARENT, you are going to listen through the perspective of a parent. As you are listening, feel free to ask questions or stop your partner during parts that don't make sense.</p> <p>You have 10 minutes to complete this activity. You may start now (call time at 10 minutes).</p> <p>Debrief: (Bring the large group back together and ask the following questions)</p> <ul style="list-style-type: none"> • When you played the role of the PARENT, did you find the conversation helpful? • How did it go? Was the conversation smooth, awkward, overwhelming? • What was easy for you in either role? (Debrief answers) • What was hard? (Debrief answers)
Closure	<p>Objective: To summarize the important role Pre-Meeting Discussions play in the teaming process, especially during Family Team Meetings.</p> <p>Script: You have played both the role of the parent and caseworker today. Taking from both of these perspectives, what are the benefits of holding Pre-Meeting Discussions (chart answers).</p> <p>Possible ideas:</p> <ul style="list-style-type: none"> • Helps to build teams so that more can be accomplished at the FTM. • More upfront prep work, but less work preparing over time. • Parent more invested in process. • Parent has others to help and more likely to be successful. • Sets the stage for a more efficient and productive FTM <p>Let's compare this list to our initial list. Please take 10 minutes to work at your tables and create a counter argument for each barrier or concern listed on our initial chart.</p> <p>Debrief: (ask each table to share one of their counter arguments)</p> <p>Final thoughts: I hope that you found today's application exercise useful. Please utilize pre-meeting discussions as a way to build strong and effective teams. I am available to assist you and answer any questions that may arise.</p>

TEAMING

Worksheets MiTEAM Specialist Led Application Exercises



Worksheet 1: Instructions for Completing a Genogram²

- Begin by diagramming the members of household. Symbols describe the sex of the individual. A male is indicated by a square; a female is indicated by a circle.

A triangle is used to indicate if the sex of the person is unknown (i.e. the sibling of a great-grandparent or a still-born child whose sex is unknown).

An "X" through a figure indicated the person is no longer living.

- Draw connecting lines between these symbols to describe the composition of the family system. (See Figure 2 on the next pages).

Marital separation is indicated by a single slash along the connecting line; a divorce is indicated by two slashes.

Location of the slashes on the connecting line denotes which parent has custody of the children. See the genogram in Figure 1. The slashes on the marital line indicate the couple is divorced. The location of the slashes set the father off from the children and indicates the mother has custody of the children.

Additional lines are drawn between the symbols to describe the emotional quality of the relationships.

- Children born to the couple are drawn below the parents and the child's symbol is connected to the line between the parents, starting with the oldest to the left.

Twins are connected to one another and a single line connects their line to their parent's line.

Again, additional lines are drawn to describe the type of relationship that exists between the children and the parents or between the siblings.

- A dotted line drawn around the group of individuals denotes the household composition.
- Repeat the process vertically and horizontally to include persons in the extended family.

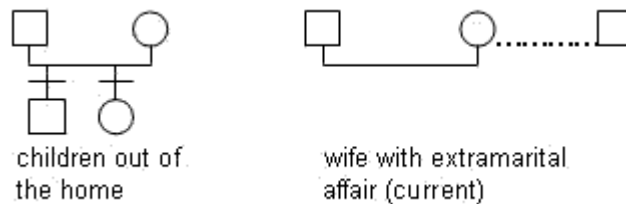
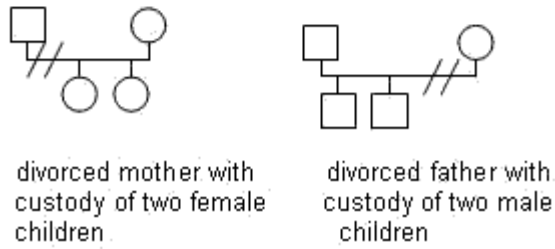
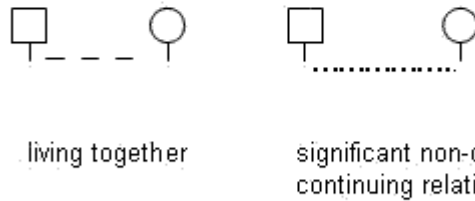
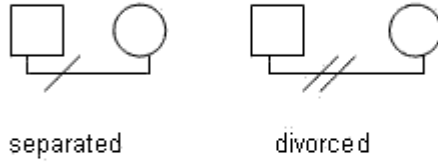
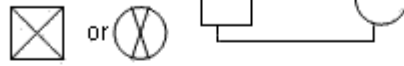
Grandparents are connected and diagrammed above the parents (vertically). Connecting lines extend from the grandparent's line to the parent.

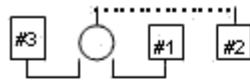
Repeat the process horizontally, as needed, to include the aunts, uncles, and cousins of the children.

- Upon obtaining the skeletal structure of the family, it is important to fill in the diagram with identifying and historical information, such as:
 - Names, birthdates, and death dates that are written next to the person figures;
 - The age of the individual can be written inside the person figure for quick reference;
 - Marriage dates and dates of separation and divorce are written next to the connecting lines between the individuals;
 - Occupations, interests, and descriptive characterizations, health condition, etc., can be written next to the individual;
 - Information that further describes the family unit, such as race, income, religion, ethnic or cultural influences family can be written in the border.

²http://dss.mo.gov/cd/info/cwmanual/section7/ch1_33/sec7ch25.htm

Diagramming Family Structure:





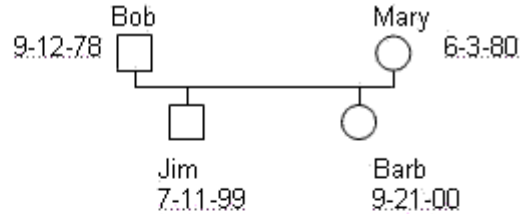
woman having significant non-cohabiting relationship between two marriages



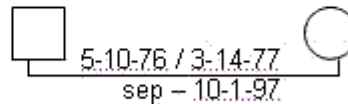
abortion(A) and miscarriage(M)

General Rules

- Put age inside and date of birth outside

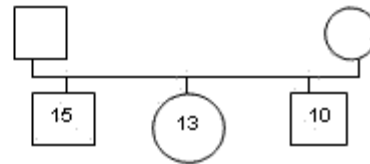


- Put first name of each person

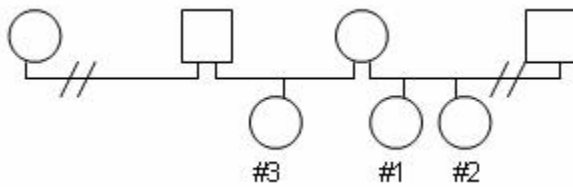


- Put exact dates of marriage, divorce and separation if different

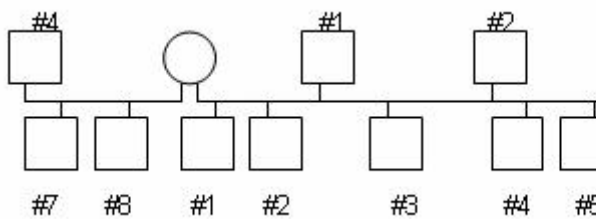
- Put children in birth order, oldest at left, except in case of multiple marriages (see examples, next page)



Examples:



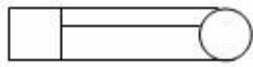
Two spouses each previously married; wife had two children, husband had none; current couple has one in-common child.



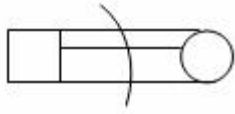
Wife's four marriages: 2 children in first; 1 child in second; 3 children in third; 2 children in fourth.

Diagramming Emotional Relationships:

intense relationship



intense relationship cut-off



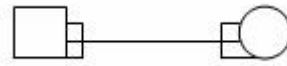
conflictual relationship



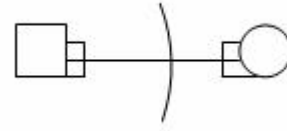
conflictual relationship cut-off



distanced relationship



distanced relationship cut-off



intense conflictual relationship

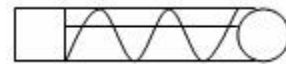
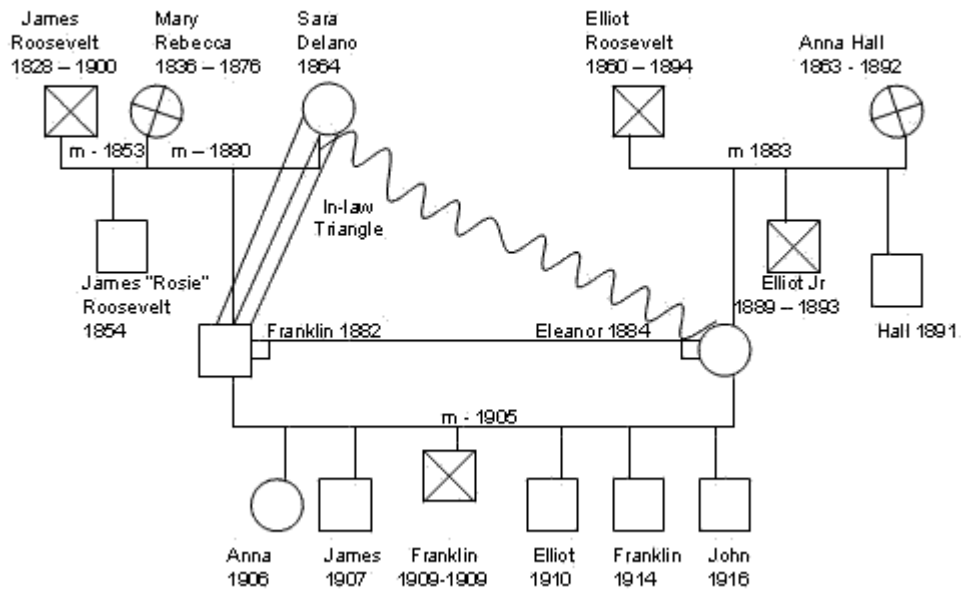


Figure 4. EXAMPLE OF COMPLETED GENOGRAM



¹http://dss.mo.gov/cd/info/cwmanual/section7/ch1_33/sec7ch25.htm

Worksheet 2: Instructions for Completing an Ecomapⁱ

- Draw a large circle in the middle of the map. This represents the members of household.
- Inside the large circle, draw a genogram that describes the makeup of the household. It is often useful to add names and ages. Limited space may prevent adding additional descriptive information.

Use the symbols that are normally used in genograms (see figure #1).

- Inquire into what outside systems influence the family unit and its members. Examples of these outside systems may include work, extended family, church, school, health care, social welfare, recreation, and friends.

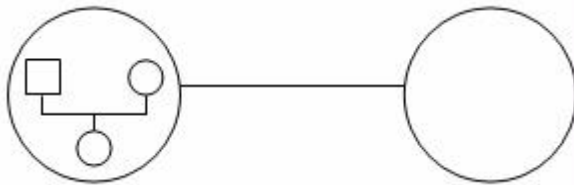
Draw smaller circles around the large household circle and label them to represent the outside systems.

- The next step is to begin to draw the connections of the family unit and its individuals to the various systems in their environment. These connections are indicated by drawing lines between the family and the circles representing the outside systems.

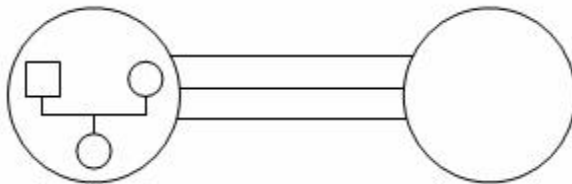
Some of the connections may be drawn to the family unit as a whole or to the individual members. This differentiation demonstrates the way the various family members are connected to the environment.

The nature of the connection is described by the type of line that is drawn:

- A solid or thick line represents a strong connection



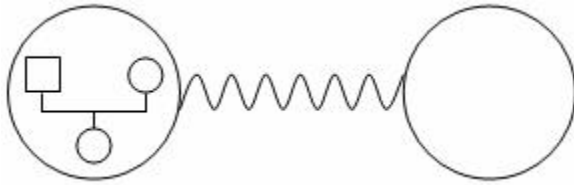
- Three solid lines indicates the strong connection is an intense relationship



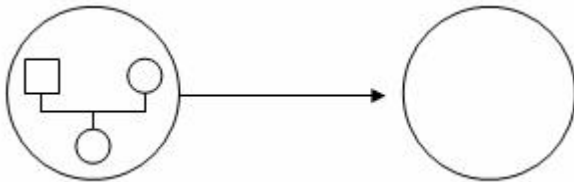
- A broken line indicates a tenuous relationship



- A zig-zagged line shows a stressful or conflictual relationship

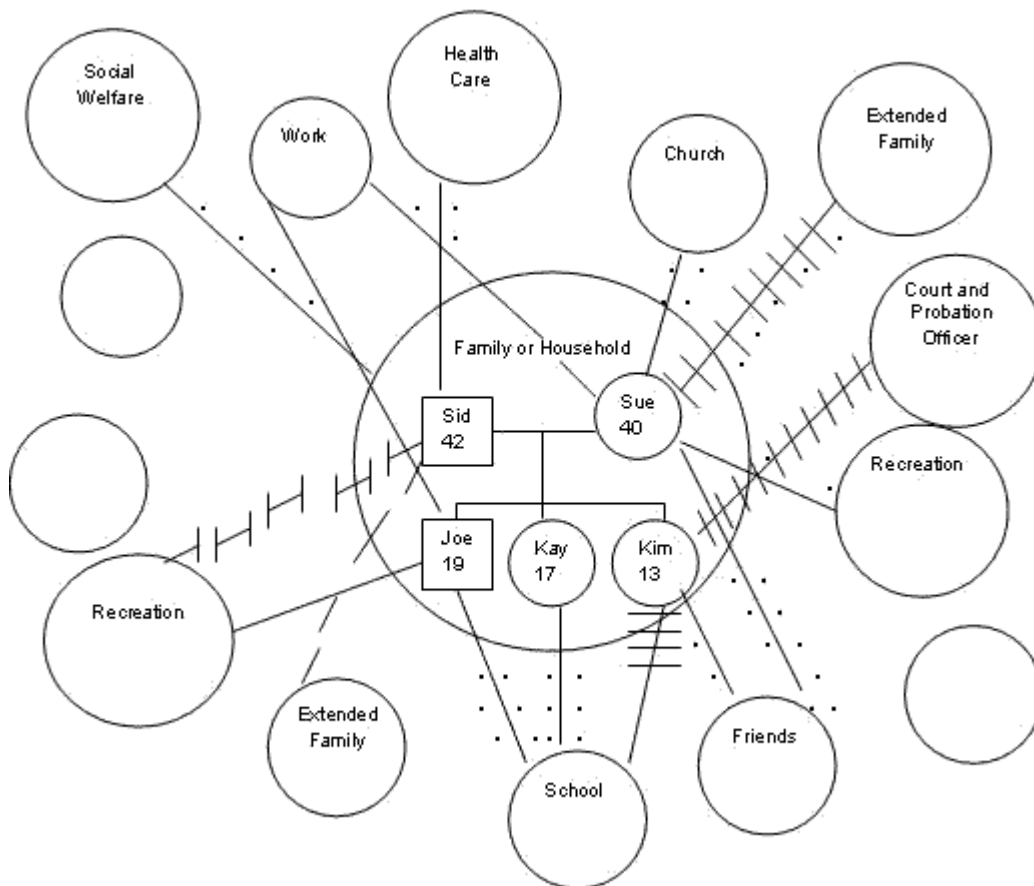


- Next, indicate the direction of the flow of resources, energy, or interest by drawing arrows along the connecting lines.



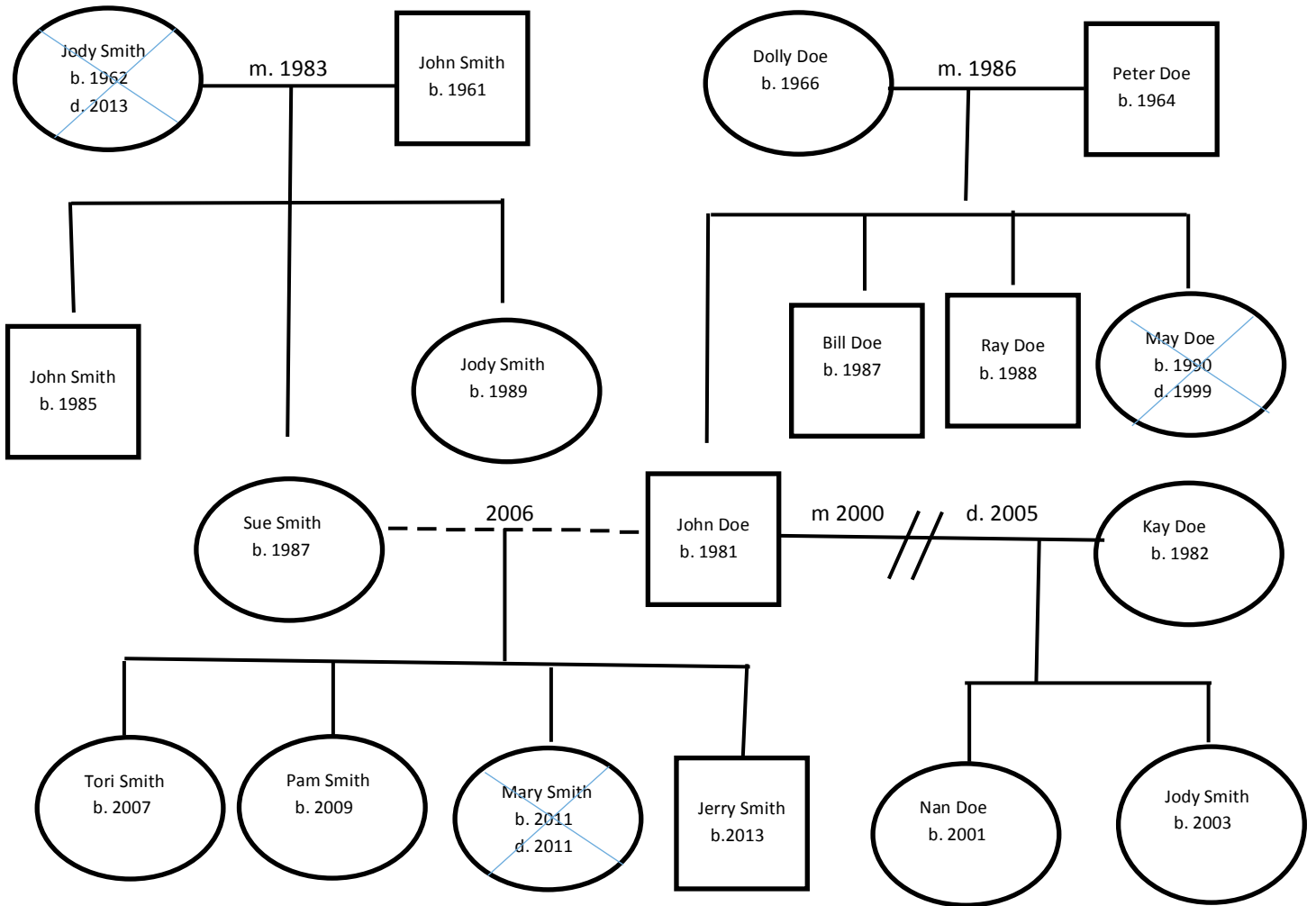
- Finally, write a word or two beside the connecting lines or smaller circles to further describe, clarify or highlight information drawn on the ecomap.

Example of Ecomap



¹http://dss.mo.gov/cd/info/cwmanual/section7/ch1_33/sec7ch25.htm

Worksheet 3: Smith Family Genogram



Worksheet 4: Smith Family Ecomap

