

Social Work Practice II (Families and Groups) Course Syllabus

COURSE INFORMATION

Number: SCWK 311
Credits: 3
Pre-requisite: SCWK 310, Social Work Practice I
Co-requisite: SCWK 301, HBSE II
Quarters offered: Winter

INSTRUCTOR INFORMATION

Instructor: Ann Gowen
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COURSE DESCRIPTION

Social Work Practice II (Families & Groups) provides foundational knowledge and skills needed for effective generalist social work practice with families, couples and groups, giving special attention to group facilitation, case management, and leadership development. [Portfolio Course]

In addition, this is the second of a sequence of BSW generalist practice courses. The course is a professionally oriented and designed to provide students with basic knowledge and skills to work directly with families and groups. Special attention will be given to cultural, class and gender differences which exist in today's society. Further, students will examine his/her family of origin and understand how the past affects professional attitudes and behavior. Racism, sexism, ethnocentrism, class conflict, cross-cultural and intra-cultural diversity will be explored to heighten awareness of behaviors, attitudes, values and beliefs and ultimately practice with cultural competence.

COURSE OBJECTIVES

Upon successful completion of the course participants will be able to:

General Course Objectives

1. Identify and apply the guiding principles and ethical standards of the National Association of Social Workers and relate it to practice.

Measured by: Family assessment paper

2. Describe at least one family theorists and modalities that guide their work.

Measured by: Family therapy theorist and modality paper

3. Analyze and outline case management skills that focus on resiliency and family strengths.

Measured by: Family assessment paper

4. Define the stages of group development

Measured by: Quiz

Critical Thinking Objectives

5. Analyze multigenerational relationships, levels of functioning, and examine the differences that exist within Native American families.

Measured by: Family assessment paper: includes eco-map and genogram

6. Determine and prioritize intervention strategies based on the families level of need.

Measured by: Family assessment paper

7. Identify and apply group practice skills used to initiate client support groups, and facilitate interaction between members.

Measured by: Group facilitation role-play

8. Describe how small groups and communities are used as vehicles for personal and social change.

Measured by: Group assessment paper

9. Evaluate and critically analyze the cultural make-up of a family or group and its' unique quality in regards to racism, sexism, ethnocentrism, class conflict, cross-cultural and intra-cultural diversity.

Measured by: Family assessment paper

Cultural Objectives

10. Identify, apply, and describe awareness of one's own cultural strengths and limitations, openness to cultural differences, and respect for cultural integrity.

Measured by: Family Assessment paper & group assessment paper

11. Analyze interventions based on systems theory and discuss the application of methodologies to Native American families and community groups.

Measured by: Group assessment paper

12. Describe and analyze how local groups and organizations advocate for the Salish and Kootenai people today.

Measured by: In class discussion

13. Critically analyze differing group norms and communication styles that may exist in different cultures; consider the following: race, gender, age, class, culture, color disability, ethnicity, family structure, gender, national origin, sex, and sexual orientation.

Measured by: In class discussion

REQUIRED MATERIALS

Holland, T.P., Kilpatrick, C. A. (2003). *Working with families* (3rd ed). Boston: Allyn & Bacon

NASW Code of Ethics: distributed during class

COURSE REQUIREMENTS

1. Class participation. 1) Demonstrate an understanding of the information; 2) Reflect on the work of peers; 3) give constructive feedback. 25 points.
2. Assignment # 1: Family Assessment Paper. A formal assessment of one family is due at mid-term. The family may be that of a friend, or your own family. It may or may not have significant problems (alcoholism, school dropouts, unwed mothers, drugs, etc.). The family may include partners or be a single-parent family. It may include extended family, such as grandmothers, aunts, uncles, cousins, as well as special family members, such as dogs, cats and horses! You will want to gain permission from the interviewee in regards to the assessment. Please refer to and practice professional confidentiality during the interview. Due fourth week of quarter. 50 points. Please see the assignment attachment for details.
3. Assignment #2: Family Therapy Theorist and Modality Paper. Write a one page paper on one of the Family Therapy Models listed below and describe the modality that guides their work. The paper should be no less than two pages and no more than five pages.
 - The Bowen Model
 - The Structural Model
 - The Strategic Model
 - The Communication Model--Virginia Satir
 - The Brief-Solution-Focused Therapy Model
 - Cognitive Therapy
 - Restorative Justice

Due fifth week of quarter. 50 points.
4. Assignment #3: Group Assessment Paper. Write a 1-page paper identifying the group to be role-played and describe the following elements type of group, enrollment qualification, date,

quantity planned, measurable goals & objectives. Describe how the “Culturally Competent” social worker can assess, plan organize and interact with a group or family. Due before group presentation. 5 points.

5. Assignment #4: Group Facilitation Role Play. Class presentations begin week 7-9. Class presentation of identified group and describe the following elements: Group assessment: Identify the following info: type of group, enrollment qualifications, start and end date, and number of group sessions planned. Are goals and objectives identified? Are the goals and objectives measurable? Each member will role play facilitating session 1 and 2 of a group. 50 points.
6. Quizzes. Two announced quizzes will cover information from the previous class and material for the day’s reading assignment and will be worth 10 points each; total 20 points.
7. Extra credit: Identity shield. Identity shield based on the medicine wheel exercise (in-class instructions). 20 points.

ATTENDANCE POLICY

Class attendance will be considered in the final grade. A total of 50 points will be reserved for class attendance. If the student misses one or two classes, this will not affect his / her grade, but any classes missed after two classes will lead to a significant loss of points (10 points for every class missed). Any student who misses a total of six (4) or more classes will be asked to withdraw from the class or take a grade of "F".

GRADING

Class participation	25 points
Assignment #1: Family Assessment Paper	50 points
Assignment #2: Family Therapy Theorist and Modality Paper	50 points
Assignment #3: Group Assessment Paper	5 points
Assignment #4: Group Facilitation Role Play	50 points
Quizzes; 10 points each	20 points
Extra credit: Identity shield	(20 points)

A total of 200 points is possible.

Grades are earned in the following way:

- 180-200 points = A
- 160-179 points = B
- 140-159 points = C
- 120-139 points = D
- Under 119 points = F

An Incomplete grade (“I”) for this course is NOT an option, with the exception of an extreme emergency or the death of a family member. In either case, instructor permission for an Incomplete is required. The instructor must be notified within 48 hours.

Grading criteria for writing assignments

Written assignments will be worth various points. The distribution of the points will be determined on the following percentages.

Content (Clear, coherent, convincing)	10 %
Organization (Follow assignment directions, information in logical order)	10 %
Readability (punctuation, spelling, grammar, follow writing tips)	10 %
Accurate reflection of information	15 %
Reference; correct use of APA format	5 %

WEEKLY OUTLINE

- Week 1** Introduction to the course
Review course syllabi and assignments
History of Marital and Family Theory and Treatment modalities
- Week 2** Systems Theory
Assessment Skills
Discussion Topics:
Appraising Family Functioning
The Appraisal Process
The Initial Contact
Telephone
Office visit
Step by Step guide to the initial family interview
Genograms – Handouts
Video: How to Construct a multigenerational Genogram, Murray Bowen
Assignment: Kilpatrick & Holland; Read Chapters 3&4
Reminder: Family Assessment paper due fourth week of class
- Week 3** Family Clinicians and Theories
Discussion Topics:
Ecomaps
Family mapping (Salvador Minuchin)
The Circumplex Model of Marital & Family Systems
Family functioning by level of need
Assignment: Kilpatrick & Holland Chapter 4&5
Begin working on Family theorist. Check in with instructor for topic choice

- Week 4** **Family Assessment/ includes genogram & ecomap paper due**
Cultural Competency
The Effects of Separation and Divorce on Children
Discussion Topics:
Multiple Views of Family Counseling
Video: The Structural Model Handouts
Reminder: Family therapy theorist and modality model due 5th weeks.
- Week 5** Discussion Topics: Three early stages of group development and the three later stages of group development.
Family therapy theorist and modality model due today
In class assignment
Medicine Wheel assessment exercise
- Week 6** Students will identify one type of group to facilitate. Please contact the instructor to confirm group topic and members of group.
Create a skill-based lesson to encourage one of the four leadership perspectives as described by Brentko and Brokenleg with the use of the medicine wheel model: Belonging, Generosity, Independence, Mastery. Lessons need to address the following: 1) identified population 2) active, experiential exercise. In class activity
Assignment
Kilpatrick & Holland Chapter 8 & 9
- Week 7** **Assignment: Group facilitation role play begins**
Before you begin the group presentations, please prepare turn in a paper with the following information:
Identification of type of group, age of group members, how often group will meet, activities for each group session, enrollment qualification, date, measurable goals.
Discussion Topics:
Laws regulating Gay and lesbian marriages in America
- Week 8** Discussion Topics:
New Zealand Model-Family Conferencing/Guest Speaker TBA
Restorative Justice
Group facilitation role-play continues
- Week 9** **Group facilitation role play continues**
- Week 10** **Group facilitation role-play continued**

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SKC Syllabus Supplement

Academic Honor Code

All course work shall follow the guidelines of the Academic Honor Code as set forth by the SKC Student Handbook. Do your own work; allow other students to do their own work. **Plagiarism** involves the taking of someone else's words, ideas, or writings and presenting them as your own. Avoid plagiarism, and always acknowledge the ideas of others and cite your sources of information. Violation of the Academic Honor Code may result in failure of the assignment, the course, or possible expulsion from school.

Reasonable Accommodations

Reasonable accommodations are provided to students with diagnosed or suspected disabilities through the ACCESS Office located in the Social Work Department in the Beaverhead Building. For additional information, contact John Domitrovich, the SKC ACCESS Officer, Beaverhead Building Room 131; 406-275-4889; john_domitrovich@skc.edu.

Appropriate Behavior

As an enrolled student of Salish Kootenai College, you are expected to display professionalism and responsibility in attitude and behavior. Treat yourself and others with courtesy and respect.

Course Transferability

Transferability of any SKC course to any other academic institution is entirely dependent upon the program requirements of that other institution.

Course Responsibilities

Knowledge of the course content, class lectures, assignments, and syllabus content are the responsibility of the student regardless of absenteeism. Syllabus content and calendars are tentative; instructors will notify you of any changes.

Study Time Expectation

Students are expected to spend one (1) hour in class and a minimum of two (2) hours outside the class per week per every credit hour. For example, if this is a 5-credit course, you are expected to spend 5 hours in class and a minimum of 10 hours outside of class, a total of at least 15 hours each week to earn a C.

Attendance

Good attendance and active participation will help you to achieve success in your academic career. Poor attendance will result in missed information, missed assignments and tests, and possible failure of the course.

Assignment # 1: Family Assessment Paper.

Due fourth week of quarter

A formal assessment of one family is due at mid-term. The family may be that of a friend, or your own family. It may or may not have significant problems (alcoholism, school dropouts, unwed mothers, drugs, etc.). The family may include partners or be a single-parent family. It may include extended family, such as grandmothers, aunts, uncles, cousins, as well as special family members, such as dogs, cats, and horses! You will want to gain permission from the interviewee in regards to the assessment. Please refer to and practice professional confidentiality during the interview.

Assessment Outline

I. Identifying Information (Descriptive)

- A. Name
- B. Age, Sex, Race
- C. Ethnic background
- D. Current employment
- E. Marital status
- F. Household composition and circumstances (current living situation)

II. Initial Presentation:

- A. Appearance, orientation, overt behavioral or cognitive symptoms
- B. Presenting Problem:
 - 1. Problem as reported by the client
 - 2. Problem as reported by the referring person (if applicable)
- C. Who made the initial contact?
- D. Onset of the problem, duration, severity

III. Brief History

- A. Family Background, including inter-generational themes, family dynamics, cultural assessment
- B. Relevant medical /developmental history

IV. Current Functioning

- A. Current Stressors
- B. Relationships: family, friends, co-workers
- C. Adequacy of Role Functioning
- D. Coping and Adaptive skills (strengths)
- E. Barriers, risks affecting the problem

V. Assessment tools

- A. Eco map
- B. Genogram
- C. Culturagram
- D. Risk Assessment (suicide, homicide, violence, child abuse, domestic violence, substance

abuse)

VI. Self Assessment:

- A. Ethical dilemmas
- B. Social work roles and techniques you used during the initial phases

VII. Summary

- A. Overview/summary of the current issue, stressors, strengths
- B. What do you think is going on at the micro/mezzo/macro levels?
- C. Some initial steps towards a solution

The second part of the assessment is to include a two or more generation *genogram* and a family *ecomap* social network. Discuss all items on the outline. Describe the family's composition, and assess its strengths and problem areas. If the family were to seek family counseling, what do you think would be appropriate treatment goals? What treatment modality and specific methods would you suggest? Identify the level of functioning as explained by Kilpatrick & Holland.