

## **Social Work Practice II (Families and Groups) Course Syllabus**

### **COURSE INFORMATION**

Course Number: SCWK 311  
Credits: 3  
Prerequisite: SCWK 310  
Corequisite: SCWK 301  
Quarter offered: Winter  
Room Number: PQLAW 104

### **PERSONAL INFORMATION**

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### **REQUIRED MATERIALS**

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

NASW Code of Ethics: distributed during class

The following BSW program objectives are addressed in this course:

- #1 Apply critical thinking skills.
- #2 Apply the guiding principles and ethical standards of the National Association of Social Workers (NASW)
- #3 Practice without discrimination across diverse populations.
- #7 Apply knowledge and skills of generalist social work practice with an emphasis on serving Native Americans and children at risk.
- #12 Demonstrate professional writing and speaking skills.
- #14 Seek necessary organizational change.
- #15 Demonstrate cultural competency in practice with diverse populations, specifically with Native American people.

## **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. This course is the second in a series of three social work practice courses. [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 evident 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. Apply the guiding principles and ethical standards of the National Association of Social Workers and relate it to practice. (PO 2)  
*Measured by: Family assessment paper*
2. Describe at least one family theorist and modality that guide their work. (PO 7)  
*Measured by: Family therapy theorist and modality paper*
3. Analyze and outline case management skills that focus on resiliency and family strengths. (PO 1, & 7)  
*Measured by: Family assessment paper, quizzes, and tests*
4. Describe the three early stages of group development and define the three later stages of group development. (PO 7)  
*Measured by: Quiz*
5. Demonstrate group facilitation skills with small groups. (PO 7)  
*Measured by: Group facilitation role play*

### Critical Thinking Objectives

6. Evaluate the effectiveness of the group intervention.  
*Measured by: Group assessment paper*

7. Analyze multigenerational relationships, levels of functioning, and examine the differences that exist within Native American families. (PO 7)  
*Measured by: Family assessment paper: includes eco-map and genogram*
6. Determine and devise intervention strategies based on the families level of need. (PO 7)  
*Measured by: Family assessment paper & Family theorist and guiding modality class presentation*
7. Apply group practice skills used to initiate client support groups, and facilitate interaction between members. (PO 7)  
*Measured by: Group facilitation role-play*
8. Describe how small groups and communities are used as vehicles for personal and social change. (PO 14)  
*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. PO 3)  
*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. (PO 15)  
*Measured by: Family Assessment paper & group assessment paper*
11. Analyze empirically-based interventions and discuss the application of methodologies to Native American families and community groups. (PO 7 & 15)  
*Measured by: Group assessment paper*
12. Analyze how local groups and organizations advocate for the Salish and Kootenai people today. (PO 15)  
*Measured by: Reflection paper*
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. (PO 3, & 12)  
*Measured by: Group assessment paper*

#### **COURSE REQUIREMENTS (200 total points possible)**

- a. Class participation—50 points

- b. Constitution: One page paper, song, poem, piece of art work on the United States constitution and how it promotes Social Justice in America today--10 points
- c. Family assessment paper—20 points
- d. Family therapy theorist and modality paper—55 points
- e. Group facilitation role play--50
- f. Group assessment paper –25 Extra credit
- g. Identity shield—15 points

Assignment Instructions

To receive full points, follow the directions carefully:

- a. Class participation: 1) Demonstrate an understanding of the information; 2) Reflect on the work of peers; 3) give constructive feedback
- b. Constitution: One page paper on the United States constitution and how it promotes Social Justice. (10 points)
- c. Family assessment paper (see below) 20 points
- d. Family therapy theorist and modality paper 55 points. Students will research family therapy theorist or modality.
- e. Group facilitation role play (see below) 50 points
- f. Group assessment paper (see below) 25 points
- g. Identity shield based on the medicine wheel exercise (in-class instructions) 10 points

**Martin Luther King Celebration begins, noon in the Three Wolves building.**

**Assignment #1 due third week of the quarter**

Constitution: One page paper, song, poem, piece of art work on the United States constitution and how it promotes Social Justice in America today. (10 points)

**Assignment #2 due fourth week of quarter: Family Assessment paper**--A formal assessment of one family is due at mid-term. The family may be one from your agency caseload, 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! Observation should take place over a period of time, including at least two contacts and at least one structured activity where all members are physically together and interacting.

Use the provided Family Assessment Outline to prepare an assessment that includes a three 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.

**Assignment #3 due fifth week of quarter:** Family therapy theorist and modality paper. Write a 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

**Assignment #4:** Group facilitation role-play. Class presentations begin week 7<sup>th</sup> and 9<sup>th</sup> week of quarter

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.

**Assignment #5 due 9th week of quarter:** 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, design and evaluate for effectiveness of practice with persons from diverse backgrounds.

**Assignment #6: Medicine Wheel Exercise:** In-class assignment  
Review the Medicine wheel and develop a wheel of life for yourself that explores your Emotional, Physical, Spiritual, and Intellectual aspect of yourself.

## GRADING SYSTEM

- a. 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.
- b. 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

c. The paper is worth 20 points, based on the following:

Content (is it convincing?)	<b>10 points</b>
Organization; followed directions	<b>6</b>
Readability (punctuation and grammar)	<b>7</b>
Accurate reflection of text information	<b>5</b>
Reference; correct use of APA format	<b>2</b>

Some Writing Pointers:

- a. Type and double-space written assignments using Times New Roman 12 point font.
- b. Write assignments in Word format, so you can do a spell and grammar check.
- c. Avoid use of ampersands and most abbreviations.
- d. When writing about a series of more than two items, put a comma after each item (e.g., “Sam, Joe, and Selina formed one of the groups”).
- e. When using quotations, place commas and periods inside the quotation marks (e.g., “After giving your presentation on ‘Group Theories,’ write a one-page paper about what that experience was like.” (Note: The British put the comma or period after the quotation marks, but the U.S. puts them inside.)

### **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 (6) or more classes will be asked to withdraw from the class or take a grade of "F".

### **WEEKLY SCHEDULE**

Week 1            Introduction to the course  
                      Review course syllabi and assignments  
                      5 Stages of group development

- Week 2      History of Marital and Family Theory and Treatment modalities  
Systems Theory  
Assessment Skills  
Discussion Topics:  
Appraising Couples & 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; Readp Chapters 3&4**  
**Family Assessment paper due third 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:**  
**Family Assessment paper due third week of quarter**  
**Kilpatrick & Holland Chapter 4&5**
- Week 4      Cultural Competency  
The Effects of Separation and Divorce on Children  
Discussion Topics:  
Multiple Views of Family Counseling  
Video: The Structural Model Handouts
- Week 5      Video: The Structural Model Handouts  
New Zealand Model-Family Conferencing  
**Assignment:**  
**Medicine Wheel Exercise**  
Family therapy theorist and modality paper due
- Week 6      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.  
**Assignment:**  
**Kilpatrick & Holland Chapter 8 & 9**
- Week 7      Family theorist and guiding modality class presentation

Discussion Topics:

Laws regulating Gay and lesbian marriages in America

**Assignment:**

**Family theorist and guiding modality class presentation**

Week 8

**Group Practice time**

No Class: Groups will meet during this time or another planned time to plan and then facilitate a group the following week.

Week 9

**Group facilitation role-play**

The following will be assessed: identification of type of group, age of group members, how often group will meet, activities for each group session.

One-page paper identifying the group to be role-played and describe the following elements:

Group assessment: Identify type of group, enrollment qualification, date, quantity planned, measurable goals.

**Assignment:**

**Group assessment paper due**

Week 10

**Group facilitation role-play continued**

Week 11

**Group facilitation role-play continued**

## **REFERENCES**

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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.