FAYETTEVILLE STATE UNIVERSITY
COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF SOCIAL WORK
BACHELOR OF SOCIAL WORK PROGRAM

Locator Information:
Instructor:
Course Number and Name: SWRK 425 Social Work with Families
Semester Hour of Credit: 3
Day/Time Class Meets:
Email:
Class Location Building:
Office Phone:
Fax: (910) 672-1755
Office Location:
Office Hours:

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf.

Course Description

This course incorporates the study and analysis of problems and concerns faced by social workers in working effectively with contemporary families including the integration of social work policy, human behavior, and social work practice. Other issues covered include functions and changes in the family, the theoretical framework of family systems theory, systems theory, and ecological treatments and modalities.
III. **Textbook**


IV. **Course Objectives:**

By the end of the course, the successful student will:

1. Understand major theories and research findings on how family, social, and cultural systems affect human behavior.

2. Demonstrate a broad and comprehensive knowledge base of family systems and how systems impact the individual, family, and eco-systems systems.

3. Understand the various cultures emerging from the interplay of differences, social justice and power associated with race, class, gender, sexual orientation, and ethnicity.

4. Demonstrate knowledge and appreciation of diverse family groups such as gay families, foster and adoptive families, blended families, and single-parent families.

5. Demonstrate knowledge of and analysis of family relationships, the dynamics of families, the theoretical factors which impact the environment, family systems and human behavior within the social work framework.

6. Understand and conceptualize the impact of knowledge, skills, values, attitudes, beliefs, and cultural factors and their implications for social work practice with oppressed groups, and families of color.

7. Understand assessment and intervention tools and strategies used in family social work practice.

8. Demonstrate increased sensitivity and knowledge of the diversity and complexity of the relationships between people of different backgrounds to include and their experiences.
V. GRADING

Grading Scale (Taken from FSU Undergraduate Catalog)

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<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>92-100</td>
<td>A Exceptional</td>
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<tr>
<td>83-91</td>
<td>B Above Average</td>
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<tr>
<td>73-82</td>
<td>C Average</td>
</tr>
<tr>
<td>64-72</td>
<td>D Below Average</td>
</tr>
<tr>
<td>63&lt;</td>
<td>F Academic Failure</td>
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GRADING CRITERIA:
A: Exceeded expectations on individual and group oriented projects, consistent performance above what is ordinarily required for this course. Superior quality on all assignments.
B: Meets all expectations as specified in the course syllabus in a laudatory, commendable, and professional manner.
C: Meets minimum course requirements.
D: Did not meet minimum course requirements, but demonstrates evidence of being able to complete the same (undergraduate grading criteria only).
F: Did not meet minimum course requirements

INDICATORS OF EXEMPLARY PERFORMANCE:
With regard to written assignments, an A paper is usually distinguished from B range work because the student adequately comprehends his/her task, its implications from the outset, and represents that understanding to the reader throughout. An A paper typically formulates a new set of provocative and even poignant questions and answers principally out of the source texts. An A paper will provide a sustained moment of serious reflection on the implications or consequences of the position the student has assumed. An A paper, in other words, will imagine that there is a social work oriented “action or intervention horizon” beyond the paper where the ideas worked out in the paper might have significance or influence. An A paper is logical, particularly strong in content and organization, brimming with critical thought, fluid, clear, and illustrative of an admirable ability to convincingly use textual support in developing, extending, or challenging. The paper is clear, insightful, sophisticated, and original. Lastly, an A paper is free from sentence level errors.

NEW TYPE OF INTERIM (midterm) GRADES ** effective 08/16/2007

Grade: X = No Show – If you have an X grade, either attend class or withdraw from the class (review warning about financial aid (class withdrawals and failing more than one third of classes).
EA = Excessive Absences (when class absences exceed 10% of contact hours).
NEW FINAL GRADE
FN = Failure Due to Non-Attendance (equivalent to an F grade in the calculation of the GPA)

*Students must attend (or withdraw) from all classes for which enrolled.
VI. Academic Support Resources:

Smart Thinking:
Tutoring in writing, mathematics, the sciences, economics, accounting, finance, statistics, and Spanish is available. Online tutors are available 24 hours per day, seven days per week. Access Smart Thinking through Blackboard’s home page. Select “Smart Thinking Student Site,” then select “Tools” from the menu on the left. Click on “Smart Thinking” login. After logging in, click Smart Thinking Student Handbook for tips on navigating the website and using the service.

The Writing Center:
Individualized tutoring is available at the Helen Chick building, Room 216-C, 8 AM – 8PM, Monday through Thursday; 8 AM – 5 PM, Friday. Call 910-672-1864 for more information. You may also access the website at http://www.uncfsu.edu/writingcenter.

Academic Dishonesty:
According to the FSU Code of Student Conduct, a student violates the Academic Dishonesty Policy if he or she attempts to cheat (receiving unauthorized aid or assistance on any form of academic work), plagiarize (copying the language, structure, ideas and thoughts of another person without giving appropriate recognition and/or adopting it as one’s own original work), falsifies (unauthorized changing of grades or conduct involving any untruth, spoken or written, regarding any circumstances related to academic work, or aids and abets others to cheat). Penalties include failing the course, suspension and/or expulsion.

Plagiarism:
Students who plagiarize an assignment will automatically receive a failing grade on the assignment. Upon return of the failing assignment, students will receive an attached letter explaining that the assignment is believed to be plagiarized, and the reason for such suspicion. If the student chooses to protest the grade on the assignment, he/she will be asked to confer with the instructor first, and if not resolved, confer with the Department Chair.

VII. Professional Conduct:
According to the university catalog, “the goal of Fayetteville State University and its faculty and students is to foster a dynamic environment of higher learning where all students develop analytical skills, learn to think critically and communicate effectively, promote inquiry, pursue knowledge and prepare for productive careers. Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal is considered disruptive and therefore subject to sanctions. The purpose of these sanctions is to create and protect an optimum learning experience; they should not be considered punitive, neither by the student nor instructor.”
Examples of improper behavior in the classroom (including the virtual classroom of email, chatrooms, and web activities associated with courses) may include, but are not limited to, the following:

● repeatedly arriving after a class has begun

● use of tobacco products
• monopolizing discussion
• persistent speaking out of turn
• **distractive talking, including cell phone usage**
• audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor
• refusal to comply with reasonable instructor directions
• employing insulting language or gestures
• verbal, psychological, physical threats, harassment and physical violence

**Classroom Etiquette**
• 1. Students are expected to arrive to class on time. Students may not leave or prepare to leave until dismissed by the instructor.
• 2. Students are not permitted to sleep in class.

**POLICY ON LATE ASSIGNMENTS:**

**NO LATE ASSIGNMENTS WILL BE ACCEPTED WITHOUT A MEDICAL EXCUSE.**

**Attendance:** Attendance will be taken promptly at the beginning of class. If you arrive after attendance is taken, it will count as an absence. **Please do not ask the instructor to change your absence to a late because it will not be done.**

**UNIVERSITY POLICY ON ATTENDANCE**

Students are expected to attend all class meetings, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. When students must miss class(es) for unavoidable reasons - i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments. Faculty members will indicate in their syllabi the conditions for making up missed assignments, as well as any penalties for unexcused absences or tardiness.

University Catalog, 2012-2013.
PROGRAM POLICY ON ATTENDANCE

**Attendance: Attendance counts 10% of the overall grade**

Attendance will be taken daily at the beginning of class. It will not be changed for tardiness once taken so please do not ask. A student may have up to 3 unexcused absences without penalty. The fourth unexcused absence will result in loss of all attendance points. Arriving after attendance has been taken is an absence.

Excused absences will be granted under the following conditions:

1. Absence due to an incident such as death of a relative, illness that required a visit to the doctor, or some other condition not under your control. Under either circumstance you will be required to bring documentation justifying the absence.
2. The documentation must be given to the instructor on the first day you return to class after the absence. For example, if you are absent on Tuesday, you must provide the documentation on Thursday of that week, that is the next class day.
3. Students are expected to remain in class for the entire scheduled period. If you have a legitimate reason for having to leave early, you are expected to notify the instructor before class starts. Otherwise, early departure constitutes an absence.
4. Routinely scheduling doctor’s appointments during class time is unacceptable and will not count as an excused absence.

**Policy on Papers and Exams**

Late papers will not be accepted unless there is an unusual circumstance such as the death of a relative, illness that requires a visit to the doctor, or some other documented circumstance that is not under your control. It is the discretion of the instructor to determine if a circumstance warrants an excused absence.

The due date noted on the course syllabus for assignments is the last day in which an assignment will be accepted. An assignment may be turned in anytime on or before the due date. What this means is that if you know that you are prone to have emergencies and illnesses that result in frequent absences, etc., it is advised that you turn in assignments before the last due date.

If by chance you have an excused absence on the date of an exam, the exam must be taken on the first day you return to campus per the excuse for the absence. For example, if you have a medical excuse that indicates that you can return to class on Monday, then you will be required to take the exam on Monday.

CONTINUOUS POOR PROFESSIONAL PERFORMANCE WILL RESULT IN DISMISSAL FROM THE PROGRAM.
VIII.  Course Outline with Assignment Schedule

Course Methods:

Cognitive methods include readings, lectures, class discussion, exams, peer and instructor feedback. Affective methods include case plans demonstrating cultural sensitivity, review of family practice code of ethics. Experiential methods include case presentation, maintaining case log, observation, and class role plays.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Credit</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Discussion Board 1</td>
<td>10%</td>
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<tr>
<td>Discussion Board 2</td>
<td>10%</td>
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<tr>
<td>Genogram</td>
<td>15%</td>
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<tr>
<td>Eco map</td>
<td>15%</td>
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<tr>
<td>Family Assessment Paper</td>
<td>30%</td>
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<tr>
<td>Family Intervention Paper and Presentation</td>
<td>30%</td>
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<tr>
<td>Attendance and Participation</td>
<td>10%</td>
<td>Attendance Taken Daily</td>
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<td>Total</td>
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Outlines for all assignments are attached. You are expected to follow the documents and outlines attached. No exceptions.

TENTATIVE COURSE OUTLINE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>ASSIGNMENTS</th>
<th>Notes</th>
<th>Outcome Measures</th>
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<tbody>
<tr>
<td></td>
<td>What is Family Social Work?</td>
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<tr>
<td>Day 1</td>
<td>Course Introduction</td>
<td>Chapter 1</td>
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<td>Observation</td>
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<tr>
<td>Day 2</td>
<td>-The Field of Family Social Work</td>
<td>Collins, et al Chapter 2</td>
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<td>Papers</td>
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| Day 3 | Discussion Board 1: How has your family impacted who you have become?  
2. What are the strengths and weaknesses of your family?  
3. How will the strengths and weaknesses of your family impact your ability to work with others? (500 words) | Papers |

**Phase 1: The Beginning Phase of Treatment: Engaging and Assessment**

| Day 4 | -Family Systems and Family Subsystems  

| Day 5 | | |

| Day 6 | Qualitative Family Assessment  
Use of Genograms and Eco-Maps | Collins, et al Chapter 7 | Exams and Papers |

| Day 7 | Quantitative Family Assessment & Assessing the Entire Family | Collins, et al Chapter 8 | Papers |
| Day 8 | Family Assessment Papers Due | Discussion Board 2: What life adjustments do you need to make to be a more effective family social worker? 500 Words | Papers |
| Day 9 | Family Development Strengths and Resilience | Collins, et al Chapters 6 and 9 | Performance Score |

**Phase 2: The Family Intervention Phase**

| Day 10 | The Intervention Phase | Collins, et al Chapter 10 | Papers |
| Day 11 | African American Men and Women Socialization and Relationships | Boyd-Franklin Chapter 5 | Papers |

| Day 12 | Phase 3: The Termination Phase in Family Therapy | | |
| Day 13 | Assignment Due and Presentations | FAMILY INTERVENTION PAPERS | Performance Score |
Bibliography


More Discussion on Course Requirements and Assignments:

Genogram - Eco-map Project 30% (15 pts. each) Due Date:
Each student is required to prepare a three-generational or more generational visual genogram of his/her family and secondly, an eco-map identifying her/his relationships with the outside social network of transactions with larger eco systems. In addition each student is required to submit a typewritten analysis of her/his genogram. The paper should be at least 5 double spaced pages and no more than seven pages. This paper should be written in APA style writing (See American Psychological Association, 6th Edition). The content in the paper should analyze the family from a developmental framework and include concepts from family systems theory. Examples of such concepts include family rules/norms, boundaries, spousal and sibling subsystems, closed/open systems, disengagement, family strengths, family patterns, power, etc. The purposes of the assignment are to enhance your knowledge on how to use genograms and eco-maps as tools for assessment, and to promote self-awareness on how your family systems and other systems impact your lives in relation to your family and professional development. This assignment will prepare you for understanding the many families that you will work with in the future as well as expose you to a deeper understanding of your family of origin.

GENERAL QUESTIONS IN CONSTRUCTING A GENOGRAM OR DRAWING YOUR OWN GENOGRAM
The following are some general questions you can ask a family member or yourself about the family Genogram (author unknown). Use these questions as a general guide for interviewing and writing your paper and if you wish develop further questions that pertain to your particular family setting. Include as much detail as possible. After drawing your Genogram, take a few minutes to interpret your personal Genogram, including the repetitive patterns that stand out in your family and how your Genogram affects your current behavior and assumptions. Also, note what information you do not have, and why it is that this information is missing. Always date your Genogram.

- What was your relationship with each parent? Which parent were you closer to? Who did the disciplining?
- What was your relationship with each sibling? Who were you closest to? Now? Then?
- Who was the favorite child?
- Who was not the favorite child?
- What were you appreciated for? Were you praised? What for? What were your parents proud of you for?
- What were you put down for? What did they criticize you for?
- How did you make an impact in your family? How did you get attention? How much influence did you have?
- What were/are the strengths of your family?
- What were/are unresolved trouble spots?
- How much have you separated (physically, emotionally, etc.) from your family? How much have you achieved a sense of your own identity apart from them? Are you still
trying to be the way they wanted you to be? Do you want to be like your father? Mother? Do you want not to be like your father? Mother?

- Do you see one as the “good” parent, and the other as the “bad” parent?
- If you could ask each of your family members one question, what would it be?
- What patterns and meanings from your family of origin have you kept? How are you the same as your parents and how are you different? What choices have you made in your parenting practices because of your upbringing?
- What connections do you see now between how you were raised and how you are raising your children now that we have looked at your experience growing up? What would you like to do differently?
- What meaning do you make of your upbringing now? How have you carried that sense in your upbringing into your current family?

Writing

- Writing is a major part of the social work profession. The APA Style of Writing is required and expected. The program strongly suggests that students obtain assistance from the Writing Center to ensure correct grammar, punctuation for written work. The Writing Center is located in the Chick Building, and operates on a regular schedule. No appointment is necessary. Help can be obtained with report writing, grammar and sentence structure. Students can also use Smart Thinking as listed and described on the FSU website.
- **Re-writing Assignments** - Students may be invited to re-write an assignment due to the quality of the assignment. If you choose to re-write an assignment, you must turn it in no later than one week after receiving it back from the instructor. The original paper must be attached to the re-write. A new grade will be assigned to the re-write and the assignment will be given a grade based on the average of the original and new grades.

Dress Code

Students are expected to dress in a fashion reflecting that of a professional social worker refraining from exposure of underwear and intimate body parts. On days of presentations in class, students are expected to dress in professional attire.
**FAMILY ASSESSMENT PAPER 30%**

**CLINICAL FAMILY ASSESSMENT**

**Family’s Name:**

**Examiner:**

**Agency:**

**MSW Supervisor:**

**PRIMARY FAMILY MEMBERS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Race/Gender</th>
<th>DOB/Age</th>
<th>Family Role</th>
<th>Seen for Assessment?</th>
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**INDIVIDUALS INTERVIEWED FOR ASSESSMENT (*telephone interview)**

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<thead>
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<th>Name</th>
<th>Family Role/Relationship</th>
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**CONTACTS**

<table>
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<tr>
<th>Date</th>
<th>Name</th>
<th>Type of Contact/Subj ect of Communication</th>
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REASON FOR INTERVENTION & INTERVENTION HISTORY

FAMILY’S PERCEPTION OF INTERVENTION

FAMILY’S HISTORY

PSYCHOSOCIAL ASSESSMENT: Family in Situation

Prior Agency Involvement:
Other Social Agency Involvement:
Cultural Analysis:
Financial Conditions & Employment Status:
Living Arrangements:
Daily Living Skills:
Social Adjustment:
Educational Status:
Health Status:
Psychological: DSM Diagnosis and/or Factor Analysis (From SW 7700)
Chemical Dependency:
Criminal Activity:
Marriage Status:
Employment:

CLINICAL ASSESSMENT OF FAMILY INTERACTION

Parent’s Perception of Child and Observations of Parent’s Interactions with Child:
Couple’s Relationship:
Child’s Perception of Parents:
Parent’s Knowledge of Parenting & Discipline:
Any DSM Diagnosis

SUMMARY & CONCLUSIONS

CLINICAL OBSERVATIONS: Qualitative and Quantitative
Family’s Strengths
Family’s Needs
FAMILY INTERVENTION PAPER AND PRESENTATION 25% POINTS

This final paper will integrate your previous work from the assessment with your practice with an actual family system. Based on your assessment, essentially you will describe the interventions you have made or will make, and how you either systematically assess the client’s progress, or state how you would assess progress.

The family treatment/intervention plan must include goals and objectives for the family treatment, and may also include objectives for individual members. In the narrative discussion, relate your treatment plan back to the treatment theory it is based on drawing from the theories and perspectives covered this semester. If you are providing continuing treatment to this family, please describe this process. If you have not provided continuing treatment to this family, describe how you predict the process would go. Also include a description of how you plan to evaluate the effectiveness of your treatment with this family.

**The paper will be evaluated as follows:**

- Problem statement is clear and concise
- Goals of treatment are clear
- Objectives are precise and stated in measurable terms
- The intervention identified is appropriate given the family’s problem, and given the goals and objectives of treatment
- The intervention is based on evidence-based practice
- The process of treatment is logical: Who does, what, when, how, and where?
- What are the desired outcomes, assuming that the treatment is or would be effective?
- The evaluation plan is clearly articulated

The paper should be organized around the areas stated above. Paper should follow APA format. Please use subheadings to organize and present your paper.

**PRESENTATION**

Assuming a case presentation format, each student will present a detailed description of the family intervention/treatment plan. Audio-visual aids are required.
KEY CONCEPTS: These concepts will be covered within the course and should be integrated throughout assignments and class discussion.

THEORIES, THERAPIES, SKILLS AND APPROACHES
Structural Family Therapy
The Bowenian Model
Communicative Interactive Model
Strategic Approach
Integrated Approach
Multi-Method Multi-System Approach
Cognitive Behavioral Therapy
Psycho-educational Approach
Family Preservation
Psychodynamic Approach

Interviewing Skills
Assessment Skills
Intervention Skills
Confrontation
Caring Confrontation
Reframing
Enactment
Paraphrasing
Linking
Contracting