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

I. LOCATOR INFORMATION:
I. Locator Information:
Instructor:
Office:
Course Number and Name: SWRK 610-01 Social Work Practice with Families
Semester Hours of Credit: 3
Office Hours:
Day/Time Class Meets:
Office Phone:
Room/Bldg. Where Class Meets:
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

II. COURSE DESCRIPTION:
This course critically evaluates methods used for assessing families of diverse, social, economic, cultural, racial, and ethnic backgrounds. Students develop a knowledge base of theory, and models of family intervention. Family constellations are examined to include families of color, single parent families, extended and blended families, adoptive and foster care families, and gay and lesbian families. Pre-requisites: SWRK 540 and completion of the foundation year social work courses.

Course Content
The advanced social work practice with family course will focus on competencies required for practice with families. Areas of content include:
1. the problem-solving method and advanced generalist family social work practice
2. greater understanding of families within the context of culture and ethical issues in family interventions
3. assessment and intervention with families and treatment models by levels of needs
4. focus on the strengths and empowerment perspectives with diverse families to include rural and urban families
5. an integrative approach to prevention, intervention, and evaluation in social work practice with families

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a
disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. REQUIRED TEXTBOOKS:


SUPPLEMENTARY TEXTS:


Additional supplementary readings are on reserve and electronically in the Chestnut Library under the instructor’s name. Some readings and handouts will be provided by the instructor and other readings will be provided on-line through Blackboard.

V. COURSE COMPETENCIES:
Upon completion of the course, students are expected to be able to:

1. Demonstrate knowledge and skills of family-centered approaches using the problem solving process to social work practice with families.

2. Demonstrate and apply conceptual theoretical frameworks and models of family interventions to case illustrations and demonstrate understanding and mastery of practice family models with clients through skills and knowledge of clients from various backgrounds with emphasis on diverse families.

3. Demonstrate family-centered social work practice knowledge and skills with families and diverse families with emphasis on the ecological/systems and family systems perspectives.

4. Understand and critically analyze multidimensional and comprehensive family assessment and treatment interventions using appropriate concepts consistent with goals and treatment of family centered social work practice models and evidenced based practice.

5. Understand and apply treatment goals and intervention approaches including the
basic tenets of the approach, and application to families and diverse families based
upon levels of need of the family.

6. Identify and analyze social work values, principles and ethical issues in working
with families consistent with the NASW Code of Ethics.

7. Articulate a plan for giving consideration to assessing and utilizing
family systems for family strengths, resources and disadvantages, and establish
treatment interventions that encourage and empower families to be partners in
family-centered social work practice.

8. Understand and conduct critical analyses of social work policies and practices that
to a great extent affect families and diverse families from an empowerment and
social justice perspective.

VI. COURSE REQUIREMENTS AND EVALUATION CRITERIA:

Assessment/Theory Family Paper = 25% 90-100 = A
Genogram & Eco Map Project = 89-80 = B
Application Theory Paper = 30% 79-70 = C
Oral Group Family/Intervention Project = 15% 69 & below = F
Brief Essay Exam = 30%

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.
F: Did not meet minimum course requirements.

CLASS FORMAT: This is an interactive and lecture/discussion class. Students are
expected to have completed required readings before class and are expected to
participate in class activities and to bring relevant information and questions to class for
discussion.

VII. ACADEMIC SUPPORT RESOURCE
Students can use Smart Thinking and the University Writing Center in the Chick Building
for assistance with writing and are encouraged to do, if needed.

VIII. COURSE OUTLINE WITH ASSIGNMENT SHEET: See attached schedule

COURSE OUTLINE
NOTE: The content of this syllabus is subject to change depending on the scheduling
demands of the instructor and other circumstances. All changes will be announced in class
or forwarded to students thru Black Board/email. Assigned reading required.

Course Sequence
**Session 1**

**Learning Themes & Topics**  
What is Family Social Work Practice  
Levels of Family Needs  
Ecological Systems-Social Constructionism Approaches *Level I  
Ethical Challenges

**Assigned Readings**  
Kilpatrick & Holland, Chapters 1 & 2

**Competencies:** 1, 2, 3, 6

**Measured Outcomes**  
Class participation & discussion, ethical exercises

**Session 2**

**Learning Themes & Topics**  
Commonalities & Human Diversities  
Context of Family, Assessment Framework  
Poverty, Children, Gender, Power, Gay Issues, Multiculturalism & People of Color, Divorce, Military Families

**Assigned Readings**  
Kilpatrick & Holland, Chapter 3  
Thomlison, Chapters 1 & 2

**Competencies:** 1, 2, 6, 7, 8

**Measured Outcomes**  
Class participation & discussion  
In class exercises

**Session 3**

**Learning Themes & Topics**  
Spirituality Practice, Diversity  
Family Assessment & Tools  
Family Interviewing, Family Violence

**Assigned Readings**  
Kilpatrick & Holland, Chapter 4  
Thomlison, Chapters 5  
Role Play Exercise (Jacque Family Chapter 18- Thomlison

**Competencies:** 1, 2, 3, 6, 7

**Measured Outcomes**  
Class participation & discussion  
Rural Black families  
Textbook exercises

**Session 4**

**Learning Themes & Topics**  
Social Work Practice & Black families  
Rural Black families

**Assigned Readings**  
Martin & Martin, Chapter 4 *Reserve  

**Competencies:** 1, 2, 3, 7, 8

**Measured Outcomes**  
Class participation & discussion

**Session 5**

**Learning Themes & Topics**  
Social Work Practice & Black families

**Assigned Readings & Exercises**  
Martin & Martin, Chapter 5 *Reserve  
Reading & Black Board Notes

**Competencies:** 1, 2, 3, 7, 8

**Measured Outcomes**  
Class participation & discussion
Sessions 6 & 7
Learning Themes & Topics
Family Preservation, High Risk
Families, Family Strengths
Marital Conflict, Parenting * Levels I & II
Competencies: 1-8
Assigned Readings & Exercises
Kilpatrick & Holland, Chapters 5 & 6
Chapter 16- Thomlison (Del Sol Family)
Mid-Term Exam *
Class participation & discussion
Session 8
Learning Themes & Topics
Family Systems Theory
Genograms
Ethical Challenges
Role Playing
Competencies: 1-8
Assigned Readings & Exercises
Kilpatrick & Holland, Chapter 10
Genogram Articles by Chavis & Waites, 2004
McCullough, 2004 & Black Board Notes,
Class participation & discussion
Session 9
Learning Themes & Topics
Structural Family Interventions
Social Learning Theory * Level III
Evaluations
Ethical Challenges
Competencies: 1-8
Assigned Readings & Exercises
Kilpatrick & Holland, Chapters 7 & 8
Class participation & discussion
Session 10
Learning Themes & Topics
Solution Focused Therapy * Level III
Strengths Perspective, Assessment
Evaluations
Ethical Challenges
Assigned Readings & Exercises
Kilpatrick & Holland, Chapter 9
Glickens & Saleebe Black Board Notes
Competencies: 1-8
Measured Outcomes
Class participation & discussion
Session 11
Learning Themes & Topics
SW in Child Welfare Settings
*Reserve Reading, Petr, Chapter 8
Indian Child Welfare Act
Foster Care, Kinship Care
Thomlison (The Yellowbird Family (Chp. 12)
Assigned Readings & Exercises
Culture, Over Representation
Permanency Planning
Competencies: 1-8
Measured Outcomes
Class participation & discussion

Sessions 12 & 13

Competencies: 1-8
Measured Outcomes
Genogram/Eco Map Paper/Project
Group Oral Presentations, class critique

Sessions 14 and 15

Learning Themes & Topics
Assigned Readings
Diversity, Culture
Oral Group Case Presentations
Black Board Notes (Cultural Awareness)

Assigned Readings
Audio Case Analysis
No new reading Wrap-Up & Review prior content

Class participation & discussion
Group Oral Presentations, class critique

IX  TEACHING METHODS/STRATEGIES:

A variety of teaching methods will be used. The class will provide opportunities for both theory and skills development. Teaching strategies and methods will consist of lectures, class discussions, video analyses, group oral student presentations, and in class experiential activities. Blackboard, audio and visual materials will be utilized as supplementary materials as appropriate. This is a web enhanced course with some information posted on Blackboard.

Course Expectations:
As an advanced family social work practice class students are expected to maintain a high level of advanced reading and active participation. Students are responsible for all material assigned and discussed in the course. Assignments are to be submitted to the instructor on the due date before class begins. Assigned readings are to read prior to class in order to enable students to participate in classroom discussions and exercises.

CLASS POLICIES:

Attendance Policy:
All social work courses are preparation for professional practice. This means that excessive absences, tardiness and early departures will not be tolerated any more than such behaviors would be tolerated in the employment world. Attending all classes constitutes a commitment to learning. Absences beyond two will result in a possible letter grade reduction.
Honor Code:
The Student Honor Code is in effect in this course. Students who cheat on exams and/or assignments, or commit plagiarism, will receive a grade of zero (0) for the work on which the offense was committed. The maximum penalty is failure of the course. Students in the class who are aware of academic dishonesty on the part of classmates are expected to inform the instructor. Academic dishonesty is contrary to the ethics of the social work profession. It is also unfair to other students, and will not be tolerated in any form (see MSW Handbook).

Class Behavior: Telephones are to be turned off and not visible during class. Please refrain from eating or any behavior that distracts from the learning process.

FSU Policy on Disruptive Behavior in the Classroom (Optional) The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes. FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class. The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:
1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

Policy concerning class assignments, incompletes and late assignments:
Promptness in completion of assignments and assigned readings is a requirement. Preparation includes reading the assigned readings prior to class and being an active participant and attentive during class. Assignments are due on the date specified in the syllabus prior to the beginning of class. Later papers will be not be accepted, unless prior approval for an emergency has been granted by the instructor or a documented proof of an emergency after an emergency.

Written Work:
The APA style of writing is required for all social work courses. Written work must show thoroughness, clarity, and professionalism. This includes first writing, reviewing, editing and then rewriting. All work should be carefully proofread and corrected. Papers should be free of errors in spelling, grammar and punctuation and must be typed, doubled-spaced, with pages numbered and a titled page. Papers written from sources must include citations following the APA style of writing in the Publication Manual of the American Psychological Association (6th edition). Suggest the use of the writing center in the Chick Building, or Smart Thinking, if necessary.

All papers must also meet the following standards:

Structure: identifiable introduction, purpose or thesis statement, logical organization, transitions between paragraphs, effective summary or conclusion.

Content: significant content related to the purpose of the paper, appropriate content to support the purpose of the paper or thesis, documentation of sources using the APA style.

Presentation or style: correct voice, person, and variety in sentence structure as appropriate.

Mechanics: correct punctuation, grammar, standard English, spelling. All proofreading and corrections must be made w/ computer or typewriter.

Format: All papers must be double-spaced. Font size should be 12. Papers should have a cover sheet with name, title of paper, course number and name, date and instructor’s name.

Assignments

1. Evaluative Examination ** Competencies1-8

   There will be one examination. The examination will evaluate mastery of reading assignments, discussions, lectures and class and Blackboard notes. The format for the exam will include essay questions.

2. Family Theory Assessment/Intervention Paper ** Competencies 1, 4, 5, 7

   Knowledge and skills in assessment and intervention are crucial for social workers working with families. Each student will complete a comprehensive paper that will assess the needs and strengths of a family you are currently working with in field, or social work employment, or a family you have worked with in field practicum. This theory/intervention assignment must include: the identified family group; the issues/problems of the family; intervention techniques, treatment goals and applicable theory that you will apply with the family (see Kilpatrick & Holland Levels of Needs). The student is expected to explore the family (client) through a multidimensional assessment and treatment theory. You must demonstrate understanding of basic concepts necessary to complete a comprehensive family assessment and apply theory and interventions. Relate concepts from the course textbooks, class discussions and Black Board notes as well as research to the family. Use approximately three (3) pages to assess the family, family processes and family dynamics. Your plan of intervention (treat) with this family must indicate what appropriate family theory treatment model (only one) you are using and applying with this family and why (rationale) you utilized this treatment theory. It is expected that the student will also demonstrate the capacity to investigate and retrieve pertinent research (lit review) and review the texts and case illustrations of the various family models evidence-based practice methods for this paper. Do not assess your family of origin or family of choice for this assignment. Length of paper: 8-10 double-spaced typed written pages (see syllabus for additional writing expectations).
3. **Self Awareness and Family Systems Genogram Comprehensive Analysis Paper, Visual Intergenerational Genogram Project and Multi-Systemic Eco-Map** *Due* *Competencies 1, 3, 4, 7*

Each student will construct a three generational visual genogram and develop a *10-15 type written self-awareness analysis paper*. The goal of drawing a genogram is to objectify the intergenerational system of family projections, identifications, relationships, experiences, and events, which have been influential in constructing the self. The major purposes of this assignment are the application of theory and practice to increase self-awareness (understanding of how your family system impacts your life and other systems in relations to your development) and integration of family systems theory and concepts into social work family practice. The assignment will give insight into your own family dynamics and emotional systems. **Retrieve questions on Blackboard taken from (Chavis, 1997; 2004; and Chavis & Waites, 2004) to use as a guide for interviewing family members.**

*Self-awareness is a never-ending process. You must detail the impact of this assignment on your self-awareness. What did you learn about yourself? What areas do you need to monitor, so that your needs do not interfere with clients’ needs. What insights about your family did you learn about your family? What insights and experiences might help you to understand and help other families?*

*In the analysis, select and discuss family systems concepts and analyze your family through a developmental framework. You will demonstrate competence in analyzing family processes and dynamics. Consider and give special attention to family systems theoretical concepts such as emotional cutoffs, boundaries, projections, major transitions and family patterns, family strengths, family rules, family, family structure, family communication, family power structure, and family roles. Do not forget nodal events and the impact of the family system during a development stage from the life cycle.*

*This assignment can be painful and difficult.* Remember, all families have functional and dysfunctional characteristics that can vary depending on coping skills, life cycle stage, family interaction and functioning and other factors.

**Multi-Systemic Ecomap** Students will also submit a visual multi-systemic eco-map drawing of your family of origin or family of marriage using the Ecological/Systems Model to analyze and apply two family issues from the genogram project. This is a comprehensive drawing to indicate understanding and application of the ecological/systems perspective. It also entails application of environmental systems to two family issues as shown on the genogram from your family of origin. All information pertaining to your family issues should be written and drawn on the eco-map. *Due*

4. **Final Exam Oral Group Presentation Project (4 persons per group).** There will be four groups of students who will present a comprehensive family case with emphases on culture and diverse families from oppressed and vulnerable groups, such as people of color, gays and lesbians, poor rural families and individuals with disabilities. Each group will first present a power point family case using the designated treatment for the family (solution focused, structural, family systems, social learning, and cognitive-behavioral-see textbooks) and the problem-solving process to demonstrate understanding of advanced family social work practice.

a) Your group may use a case that one of you is currently working with or has worked with for your oral presentation.
b) The outline for the first part of the presentation includes:
   a. presenting problem & history  
   b. interviewing  
   c. assessment  
   d. intervention  
   f. treatment plan  
   g. discussion & rationale of the family theory treatment approach  
   h. evaluation  

c) Research and conduct a thorough lit review concerning your targeted population. The information from the literature should be documented and integrated into the oral presentation.

d) Following the oral presentation and class discussion, your group will do a role play of the family presented which reflects the family therapy model (theory) presented. A class discussion and constructive feedback (class critique) will follow the oral presentation.*Due - Objectives: 1-8

For all group members, the group grade will be based upon:
   preparation and planning (process)  
   use of literature and textbooks (content)  
   delivery of the material (process)  
   information presented (content)  
   professionalism including dress and group dynamics (process)  
   quality of the presentation for each group member and the overall presentation
*If necessary there will be a group grade and an individual grade