I. Catalogue Description
Review of family theory and its relevance for social work practice; an analysis of family subsystems in the U.S.; current research on the American family.

II. Course Overview
This is an advanced practice course in the Child, Youth, and Family Welfare concentration. It is intended for students with an interest in social work practice with children, youth and families in other contexts and systems such as the criminal justice system, child protective services, mental health and other community-based services. As an elective in the Family Welfare focus, this class is designed to educate and train graduate level social work students for employment as advanced practitioners.

Family social workers work to improve the social and psychological behavior of children and their families. By providing social services and assistance, they attempt to increase the well-being of children. In so doing, they come into direct contact with specific family problems as they impact children as well as the entire family. This course will focus on the issues and impacts on children and families of problems associated with family violence, and substance abuse as it exposes students to the policies and practice philosophies of multiple service systems, the ways in which these varied systems intersect, and models of coordinated service delivery for families involved in multiple systems. Students will be exposed to innovative prevention and intervention strategies designed to reduce risk and promote resilience in children, youth, and families from diverse backgrounds and family structures.

The course content is what you need to know to master the course objectives. The focus of this course is the mastery of general knowledge the field of social work as they relate to the specific family problems named above. As a social worker, an understanding of the cultural, community, political, economic, social, family and group factors which face individuals in their lives is essential. To that end, this course will present theory within the context of the various contextual factors that influence people=s lives and the manner
in which they impact their problems. The focus will be on learning and practicing assessment, and interventions that incorporate person factors within their context.

An important part of intervening in family problems relates to the skills and expertise of the Social Work professional. Issues such as interpersonal dynamics, structuring an intervention, dealing with client resistance, defusing conflicts, etc. will be a feature of this course.

Finally, the clients you serve will present a broad spectrum in terms of age, race, ethnicity, gender, class, sexual orientation, disability, and examples of institutionalized oppression and marginalization. To that end, this class will include a focus on multicultural/immigration and social work with military families. As a social work professional, our training places us in a position to understand and respond to the manner in which these factors shape individual responses as well as the availability and access to help services and resources. Awareness of these factors improves our ability to aid our clients in the achievement of their goals. However, an awareness of these factors also carries the assumption that, as social workers, our work and responsibilities transcend the clinical office and include activism and advocacy designed to create changes, which impact social and personal problems on a larger scale and across systems.

III. Course Competencies and Practice Behaviors and Assignments
Successful completion of this course implies that students will have progressed toward achieving advanced social work competencies by demonstrating the following behaviors:

<table>
<thead>
<tr>
<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignment(s) measuring behavior</th>
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<tbody>
<tr>
<td>2.1.1: Identify as a social worker and conduct oneself accordingly.</td>
<td>$Apply knowledge of social services, policies, and programs relevant the child, youth and family concentration, to advocate with and/or on behalf of clients for access to services.</td>
<td>Topic summary assignment – reading analysis</td>
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<td>2.1.2: Apply SW ethical principles to guide professional practice</td>
<td>$Recognize and manage personal values in a way that allows professional values to guide practice including an awareness of one’s own attitudes and reactions to the family issues presented in class and how those attitudes affect social workers’ responses to family problems, specifically to those highlighted in this class: domestic violence, substance abuse and child abuse. $Evaluate ethical dilemmas related to</td>
<td>Topic summary assignment – reading analysis Class exercise &amp; discussion Group presentation</td>
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<td>2.1.3:</td>
<td>Apply critical thinking to inform and communicate professional judgments</td>
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<tr>
<td>Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to family problems. Identify and evaluating models of assessment, prevention, intervention, and evaluation that is appropriate to family problems.</td>
<td>Topic summary assignment – reading analysis Group presentation Case formulation exercise (paper)</td>
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<th>2.1.4:</th>
<th>Engage diversity and difference in practice</th>
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<td>Recognize the extent to which a culture=s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. Demonstrate knowledge and skills to practice without discrimination and with respect, towards people of diverse backgrounds. Recognize and communicate an understanding of the importance of difference in shaping life experiences.</td>
<td>Topic summary assignment – reading analysis Group presentation Case formulation exercise (paper)</td>
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<th>2.1.5:</th>
<th>Advance human rights and social and economic justice</th>
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<tr>
<td>Recognize the extent to which a culture=s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. Demonstrate knowledge and skills to practice without discrimination and with respect, towards people of diverse backgrounds. Recognize and communicate an understanding of the importance of difference in shaping life experiences.</td>
<td>Topic summary assignment – reading analysis Class exercise Group presentation Case formulation exercise (paper)</td>
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<th>2.1.8:</th>
<th>Apply knowledge of human behavior and the social environment</th>
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<tr>
<td>Evaluate and apply knowledge of human behavior and the social environment to choose models of assessment, intervention, and evaluation most appropriate to family problems and populations.</td>
<td>Topic summary assignment – reading analysis Case study analysis Group presentation</td>
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<th>2.1.9:</th>
<th>Respond to</th>
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<td>Assess the impact of historical and</td>
<td>Topic summary</td>
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### IV. Course Content

<table>
<thead>
<tr>
<th>Class Session</th>
<th>Topic</th>
<th>Content, Readings, Media</th>
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| Week 1-Jan 20 | • Introductions, Course Overview & Structure, Overview of Family Problems & SW Response  
• Family Structure, Theory & Child Welfare | Rasheed, Rasheed & Marley: Family therapy; models & techniques - Chapters 2 & 13 |
| Week 3 - Feb 3 | Multicultural Issues with Families | Congress, E.P. & Gonzalez, M.J.: Multicultural perspectives in social work with families; Chapters 1-3  
Rasheed, Rasheed & Marley: Family therapy; models & techniques - Chapter 3 |
| Week 4 – Feb 10 | Multicultural Issues with Families | Select handouts as posted on learn@uw  
<table>
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<tr>
<th>Week 5 - Feb 17</th>
<th>Mental Health in SW Practice: Screening, assessment &amp; diagnosis</th>
<th>Samhsa handouts Camh handouts Psychopathology Ch 1 - A Competency-Based Treatment Model for Social Workers Additional Readings TBA</th>
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</thead>
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<tr>
<td>Week 6 - Feb 24</td>
<td>Mental Health in SW Practice: Screening, assessment &amp; diagnosis</td>
<td>Cormier Ch 8 - Conceptualizing &amp; Assessing Client Issues Cormier Ch 9 - Conducting an Interview Assessment Kirst Ashman &amp; Hull Ch5 – Engagement &amp; Assessment</td>
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<td>Week 7 – Mar 3</td>
<td>Family Problems -DV Overview</td>
<td>Bancroft, Silverman &amp; Ritchie: The batterer as parent; Chapters 1-2</td>
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<td>Week 8 – Mar 10</td>
<td>Family Problems - DV Abusers</td>
<td>Bancroft, Silverman &amp; Ritchie: The batterer as parent; Chapters 3, 5, 6, 8</td>
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<tr>
<td>Week 9 – Mar 17</td>
<td>Family Problems - DV Victims</td>
<td>Bancroft, Silverman &amp; Ritchie: The batterer as parent; Chapters 7</td>
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<td>Week 10- Mar 24</td>
<td>Family Problems -</td>
<td>Miller &amp; Carroll: Rethinking substance abuse; Chapters 1-2; 18</td>
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<td>Week 11 – Mar 31</td>
<td>SPRING BREAK</td>
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| **Week 12 – April 7** | **Family Problems - Substance Abuse: Impact on Children & Families** | **Facilitating Recovery: A guide for child welfare Workers**  
**Straussner & Fewell: Children of substance abusing parents; Chapters 1-3, 5-6** |
| **Week 13 - April 14** | **Family Problems: SW Practice with Military Families** | **DeCarvalho & Whealin: Healing stress in military families. Introduction and selected readings**  
**Blaisure, et.al.: Serving military families in the 21st century. Chapters TBA** |
| **Week 14 - April 21** | **Family Problems - Child Abuse: Parenting, discipline & punishment** | **PPT/Handouts** |
| **Week 15 - April 28** | **Integrating a CPS Response** | **Precious – the Movie** |
| **Week 16 – May 5** | **Interpersonal Collaboration in SW Practice**  
**Final Class - Discussion, wrap-up, evals.** | **Class response and discussion to Precious**  
**Crawford: Interpersonal collaboration in social work practice; Chapters TBA**  

( Denotes class presentation

### V. Texts and Reading Materials

A collection of selected readings has been assembled for this course. There is no text or reader to purchase. All readings will be available at Learn@UW. You can either read the material on-line or print our own copy of material that you would like to save for your own professional library. The reading resource list is as follows:


**VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods**

Family Problems in Social Work is a lecture-based course but one that encourages class discussion and dialog. Throughout the semester, course material will be presented via direct instruction, experiential exercises, guest presentations, videos, commentary about relevant current events, and assigned reading. The weekly course topics are presented in the syllabus along with required readings.
1. Reading Analysis Logs: 30%. Over the course of the semester, a reading analysis/topic summary will be due for each of the following six content areas: Family Structure (Feb 3), Multicultural Issues (Feb 17), Mental Health (March 3), Domestic Violence (March 24), Substance abuse (April 14), and Military Families (May 5). Due the class period after the completion of the topic, the logs will be an important learning tool. They will require that you read all of the readings prior to class.

2. Major Course Paper: 30% (10 - 15 pages plus refs). The final paper may be turned in at any time during the semester; however, it is due on the last day of class.

3. Class Attendance and Participation: 10%.

4. Class Presentations: 30%. Students will be divided into small work groups. Over the duration of the course your group will make a brief presentation to the class about a specific topic of interests related to the course content.

Reading Analysis/Topic Summaries
The topic summaries are designed to give you an opportunity to become connected to and respond to the reading and lecture material in an intimate way. In addition to summarizing course material, they will help you identify and express your professional response and theoretical perspectives to the class materials. They are designed to be (approximately) 3-5 page summaries of the readings and lectures. Logs may be either single or double spaced – just make sure that you are allowing sufficient space to demonstrate your effort. All logs should be typed. Each topic summary is worth 20 points – ten points for the topic content (reading and lecture) and ten points for your professional response/commentary. They will be graded based upon completeness, thoughtfulness and clarity.

Class Presentations
In groups of three to four students, you will select a topic related to the course content and prepare a brief (30 minute) presentation to the class. The format for the presentations is optional and may include the use of film or video vignettes, power point presentations, experiential exercises, class discussion, etc. The presentations will begin on week six and occur on an every other week basis during the last half hour of class. A signup sheet/topic sheet will be circulated along with the grading criteria in advance to the first scheduled presentation.

Major Course Assignment

DATE DUE: May 7, 2015. No papers will be accepted after May 7.

Format: Typed double-spaced, minimum 10 pages - maximum 15 pages.

Topic Areas: Any topic related to the course content
Assignment: This exercise is designed to provide you with an opportunity to work through an entire problem family situation from beginning problem identification and assessment to final disposition. Based on the reading assigned in class, additional outside readings you may have selected and lecture material, you will develop a complete plan for intervention in a family problem. You should include the following points:

a. A brief overview of the problem, including literature review that supports why this problem is an important issue in Social Work practice from a child welfare perspective. (1-2 pages)

b. A case description (vignette) of the family and family problem you are addressing (1-2 pages)

c. A complete Case Formulation (including presenting problem, individual & family history, problem list, risk assessment, strengths-weaknesses.) (2-3 pages)

d. Intervention/Treatment Plan from a Child Welfare, i.e., CPS and Mental Health perspective. You can include goals, type of treatment or intervention, evidence-based treatment outcome measures (how would you evaluate whether or not your intervention was successful?) (2-3 pages)

e. A follow-up plan (including relapse prevention plan & threats to success, specifics of follow-up evaluation, etc.) (1-2 pages)

f. Overall exercise evaluation (you may include commentary such as: what was the most important thing that you learned in doing this exercise, in what way did this exercise prepare you for social work practice, what are your areas of personal/professional strength/areas needs improvement as it relates to clinical practice, etc.) (2 pages)

Grading: A total of 90 points is possible on this assignment. Each of the above areas is worth 15 points each.

Note: Ground your perspective and argument(s) in your knowledge of the subject based on readings (from your syllabus and from your own library search) include a minimum of five references beyond assigned course readings. Writing style will be important, specific attention should be given to organization, paragraphs and sentence structure, clarity, and the handling of factual and source material. Use APA style when using citations for the reference list.

Grading
Grades will be earned on the following grade point system

A 94-100 outstanding; surpasses expectations in all areas
surpasses expectations in most areas
B  82-87  surpasses expectations in some areas
BC 76-81  meets expectations in most areas; above in others
C  70-75  meets expectations in most areas
D  64-69  below expectations in all areas
F  <64  fails to meet minimal expectations in all areas, not acceptable work

VII. Policies

Course Expectations
As previously mentioned, this course is a practice-based course. As such, it is interactive and will provide an opportunity for each student to experience directly the role of a Social Work professional. For the majority of the semester, class periods will be a combination of lecture, experiential exercises and discussion. As in real life social work practice, students are expected to conduct themselves in a professional manner and demonstrate respect for all members of the class. As one might expect of a practice course of this nature, attendance is essential and pre-class preparation as well as in-class participation is necessary.

Students are expected to:
- Attend class weekly and read required materials prior to class
- Participate in class discussions
- Turn off cell phones and pagers, except as needed for employment situations
- Use personal computers for note taking only. Using computers for any other use during class time is prohibited.
- Complete weekly logs, a major paper and a class presentation.

The instructor promises to:
- Be available to students to answer questions and to hear concerns
- Begin and end classes on time
- Create a comfortable and open atmosphere conducive to learning
- Assure that course objectives are met

Attendance & Promptness
Prompt arrival and attendance for entire class sessions are mandatory; please plan accordingly. Excused absences are limited to documentable illness, personal or family emergency or religious observation required during class hours. Professional or personal opportunities, including internship-related meetings – while exciting and often rewarding – are not excused. Finally, a pattern of late arrivals and/or early departures will translate into one or more absences which will have an impact on your attendance and participation grade.
**Student Behavior Policy**
In order to learn, we must be open to the views of people different than ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.