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 concentration, 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 and interventions in 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 and practice 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, treatment planning 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 and the client-therapist relationship. Therefore, in addition to the acquisition of various theories, practice perspectives, assessment and intervention techniques, attention will be paid to the skill development of each “student as practitioner.” 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:

Identify as a professional social worker and conduct oneself accordingly by:

• Applying 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.

Apply social work ethical principles to guide professional practice by:

• Recognizing 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.
• Evaluating ethical dilemmas related to problems and issues concerning family problems.
• Applying strategies of ethical reasoning to arrive at principled decisions.

Apply critical thinking to inform and communicate professional judgments by:

• Identifying and synthesizing multiple sources of knowledge to understand policy and practice issues related to family problems.
• Identifying and evaluating models of assessment, prevention, intervention, and evaluation that is appropriate to family problems.
Engage diversity and difference in practice by:

- Recognizing the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- Developing an awareness of power and control issues in interpersonal relationships and sensitivity to the role of social inequality based on age, race, gender, class, and sexual preference in shaping the family dynamics and social responses to it.
- Demonstrating knowledge and skills to practice without discrimination and with respect, towards people of diverse backgrounds.
- Recognizing and communicating an understanding of the importance of difference in shaping life experiences.

Advance human rights and social and economic justice by:

- Understanding the mechanisms of oppression and discrimination as it relates to family problems as well as a basic information concerning families including history of the problems, incidents and prevalence rates of various problems and theoretical explanations regarding cause.
- Appraising how mechanisms of oppression and discrimination impact various groups and outcomes relevant to family problems.
- Applying strategies of advocacy and social change that advance human rights and social and economic justice to impact various groups and outcomes relevant to family problems.

Apply Knowledge of human behavior and the social environment by:

- Evaluating and applying knowledge of human behavior and the social environment to choose models of assessment, intervention, and evaluation most appropriate to family problems and populations.

Respond to contexts that shape practice by:

- Assessing the impact of historical and contemporary contexts on family policy and practice issues.
- Gaining basic underlying information concerning family violence, substance abuse and child abuse including history of the problem, incident and prevalence rates and various theoretical explanations regarding cause.
- Enhancing skills regarding practice issues with both perpetrators and victims, including detection and community-based interventions strategies for the primary family problem focus areas: domestic violence, substance abuse and child abuse.

Assess individuals, families, groups, organizations and communities by:

- Assessing individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to family problems.
- Understanding research issues, such as research methods and treatment outcomes that have shaped and continue to shape the policy, funding and treatment.
## COMPETENCIES & PRACTICE BEHAVIORS

<table>
<thead>
<tr>
<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignment(s) measuring behavior</th>
</tr>
</thead>
<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>Log assignment – reading analysis &amp; professional/personal response</td>
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</tbody>
</table>
| 2.1.2: Apply SW ethical principles to guide professional practice | • 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 problems and issues concerning family problems.  
• Apply strategies of ethical reasoning to arrive at principled decisions. | Log assignment – reading analysis & professional/personal response  
Class exercise & discussion  
Group presentation |
| 2.1.3: Apply critical thinking to inform and communicate professional judgments | • 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. | Log assignment – reading analysis & professional/personal response  
Group presentation  
Case formulation exercise (paper) |
| 2.1.4: Engage diversity and difference in practice | • 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 | Log assignment – reading analysis & professional/personal response  
Group presentation |
| 2.1.5: Advance human rights and social and economic justice | • 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. | Log assignment – reading analysis & professional/personal response  
Class exercise  
Group presentation  
Case formulation exercise (paper) |
| 2.1.8: Apply knowledge of human behavior and the social environment | • 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. | Log assignment – reading analysis & professional/personal response  
Case study analysis  
Group presentation |
| 2.1.9: Respond to contexts that shape practice | • Assess the impact of historical and contemporary contexts on family policy and practice issues. | Log assignment – reading analysis & professional/personal response  
Case study analysis  
Group presentation |
| 2.1.10b: Assess individuals, families, groups, organizations and communities | • Assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to family problems. | Log assignment – reading analysis & professional/personal response  
Case study analysis  
Group presentation |
### Course Content

<table>
<thead>
<tr>
<th>Class Session</th>
<th>Topic</th>
<th>Content, Readings, Media</th>
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<tbody>
<tr>
<td>Week 1-Jan 21</td>
<td>• Introductions, Course Overview &amp; Structure, Overview of Family Problems &amp; SW Response • Family Structure, Theory &amp; Child Welfare</td>
<td>Rasheed, Rasheed &amp; Marley: Family therapy; models &amp; techniques - Chapters 2 &amp; 13</td>
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<tr>
<td>Week 3 - Feb 4</td>
<td>Multicultural Issues with Families</td>
<td>Congress, E.P. &amp; Gonzalez, M.J.: Multicultural perspectives in social work with families; Chapters 1-3 Rasheed, Rasheed &amp; Marley: Family therapy; models &amp; techniques - Chapter 3 Select handouts as posted on learn@uw</td>
</tr>
<tr>
<td>Week 4 - Feb 11</td>
<td>Mental Health in SW Practice: Screening, assessment &amp; diagnosis</td>
<td>Samhsa handouts Camh handouts Additional Readings TBA</td>
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<tr>
<td>Week 5 - Feb 18</td>
<td>Mental Health in SW Practice: Screening, assessment &amp; diagnosis</td>
<td>Additional Readings TBA</td>
</tr>
<tr>
<td>Week 6 - Feb 25</td>
<td>Family Problems -DV Overview</td>
<td>Bancroft, Silverman &amp; Ritchie: The batterer as parent; Chapters 1-2</td>
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<tr>
<td>Week 7 – Mar 4</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 8 – Mar 11</td>
<td>Family Problems - DV Victims</td>
<td>Bancroft, Silverman &amp; Ritchie: The batterer as parent; Chapters 7</td>
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<tr>
<td>Week 9- Mar 18</td>
<td>SPRING BREAK</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>Week 10 - Mar 25</td>
<td>Family Problems - Substance Abuse</td>
<td>Miller &amp; Carroll: Rethinking substance abuse; Chapters 1-2; 18</td>
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<tr>
<td>Week 11 – April 1</td>
<td>Family Problems - Substance Abuse: Impact on Children &amp; Families</td>
<td>Facilitating Recovery: A guide for child welfare Workers. Strausser &amp; Fewell: Children of substance abusing parents; Chapters 1-3, 5-6</td>
</tr>
<tr>
<td>Week 12 - April 8</td>
<td>Family Problems - Child Abuse: Parenting, discipline &amp; punishment</td>
<td>PPT/Handouts</td>
</tr>
<tr>
<td>Week 13 - April 15</td>
<td>Integrating a CPS Response</td>
<td>Class response and discussion to Precious (the movie)</td>
</tr>
<tr>
<td>Week 16 – May6</td>
<td>Final Class - Discussion, wrap-up, evals.</td>
<td>Film festival</td>
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</table>

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. Weekly Logs: 30%. Due each class period, the logs will be an important learning tool. They will require that you read all of the readings prior to class. They will also be a reflective tool to encourage learning on both a professional and personal level.
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.

**Weekly Log Guidelines**
The weekly logs are designed to give you an opportunity to become connected to and respond to the reading and lecture material in an intimate way. Additionally, they will help you identify and express your reactions, feelings, personal & professional theoretical perspectives to the class materials. They are designed to be brief (approximately) 3 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. The Logs have three distinct parts (do not combine sections) and each section should be clearly labeled as indicated below (Part One, etc.):

- **Part One** should include a summary of this week’s class and class readings for the day assigned. This section should include sufficient detail to allow me to see that you have a good understanding of the material and/or specific information that you find particularly interesting or useful.

- **Part Two** should include a professional response to the class and reading material. In this section you can include professional observations, commentary, perspectives, and feelings from past and current work/field experiences as they relate to the reading/lecture material.

- **Part Three** is a personal response entry to the lecture and reading material. This section can include any emotional reaction you wish to share about the class material. It can include personal reactions based upon experiences you have had in your life or feeling in general about the topic under discussion for the week.

There are 13 class sessions for which there should be an entry. All logs should be typed. They will be graded based upon completeness, thoughtfulness and clarity. You may drop your lowest two log grades; therefore only 11 logs will count for your grade total.

**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 five 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 6, 2013. No papers will be accepted after May 6.
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. You may also include a cognitive profile, working hypotheses, etc.) (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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>outstanding; surpasses expectations in all areas</td>
</tr>
<tr>
<td>AB</td>
<td>88-93</td>
<td>surpasses expectations in most areas</td>
</tr>
<tr>
<td>B</td>
<td>82-87</td>
<td>surpasses expectations in some areas</td>
</tr>
<tr>
<td>BC</td>
<td>76-81</td>
<td>meets expectations in most areas; above in others</td>
</tr>
<tr>
<td>C</td>
<td>70-75</td>
<td>meets expectations in most areas</td>
</tr>
<tr>
<td>D</td>
<td>64-69</td>
<td>below expectations in all areas</td>
</tr>
<tr>
<td>F</td>
<td>&lt;64</td>
<td>fails to meet minimal expectations in all areas, not acceptable work</td>
</tr>
</tbody>
</table>

**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**
Due to the accelerated nature of courses in the University of Wisconsin-Madison MSW Program, students are expected to attend all scheduled classes and to arrive on time.

**Promptness**
Prompt arrival to all courses is required.
- Instructor may take actions deemed appropriate if a student is consistently tardy
Instructor may also consider a significantly late arrival or early departure as an absence.

Absence
To ensure a quality educational experience, students must attend and participate in classes.

- Attendance will be taken at each class and students’ level of participation noted.
- Excused & Unexcused Absences:
  - The first unexcused absence will result in a student’s grade being dropped one full grade.
  - The second unexcused absence will place the student at risk for failing the course.
  - On a case by case basis, it is left to the instructor’s discretion as to what is defined as an excused absence as well as to determine appropriate follow up plans.
- Additional graded make-up work appropriate for the content missed will be assigned for excused and unexcused absences.
- Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.
- Students who must be absent due to inclement weather or other emergencies should contact the instructor prior to the start of class to be considered for an excused absence.
- Inclement Weather Policy
  - If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
  - If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. This absence will be considered excused and makeup work will be assigned.
  - If classes at one or both sites are cancelled by the Program Director and Co-Director, then no makeup assignment will be required for those respective students; however, the class time will be rescheduled. The Program Coordinator will notify students by email within 72 hours of the cancellation regarding the planned class day/time additions.

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.