

**School of Social Work
1350 University Avenue
Madison, WI 53706
SW924 Family Problems and Social Work
Spring 2017**

Instructor: Darald Hanusa, PhD, LCSW
Class Time: Saturdays, 9:00am-1:00pm
Location: Madison Campus: School of SW 427
Eau Claire Campus: HSS 151
Note: This course is an ITV course and will be taught on alternate weeks in Eau Claire and Madison. Class will begin March 25th in Madison.
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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 focus area. 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 that 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 environment.

An important part of intervening in family problems relates to the skills and expertise of the Social Work professional and the client-therapist relationship. 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 and immigration issues, 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:

<i>Competencies Addressed In Course</i>	<i>Practice Behaviors Addressed In Course</i>	<i>Assignment(S) Measuring Behavior</i>
2.1.1: Identify as a social worker and conduct oneself accordingly.	1. 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.	1. Log assignment – reading analysis & professional/ personal response 1. Class presentation
2.1.2: Apply SW ethical principles to guide professional practice	1. 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. 2. Evaluate ethical dilemmas related to problems and issues concerning family problems. 3. Apply strategies of ethical reasoning to arrive at principled decisions.	1. Log assignment – reading analysis & professional/ personal response 2. Group presentation 3. Case formulation exercise (paper)
2.1.3: Apply critical thinking to	1. Identify and synthesize multiple sources of knowledge to understand policy and practice	1. Log assignment – reading analysis &

inform and communicate professional judgments	issues related to family problems. 2. Identify and evaluating models of assessment, prevention, intervention, and evaluation that is appropriate to family problems.	professional/ personal response Group presentation 2.Case formulation exercise (paper)
2.1.4: Engage diversity and difference in practice	1. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege & power. 2. Demonstrate knowledge and skills to practice without discrimination and with respect, towards people of diverse backgrounds. 3. Recognize and communicate an understanding of the importance of difference in shaping life experiences.	1.Log assignment – reading analysis & professional /personal response 2.Group presentation 3.Case formulation exercise (paper)
2.1.5: Advance human rights and social and economic justice	1.Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege & power 2. Demonstrate knowledge and skills to practice without discrimination and with respect, towards people of diverse backgrounds. 3. Recognize and communicate an understanding of the importance of difference in shaping life experiences.	1.Log assignment – reading analysis & professional/ personal response 2.Case formulation exercise (paper) 3.Group presentation
2.1.8: Apply knowledge of human behavior and the social environment	1. 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.	1.Log assignment – reading analysis & professional personal response 1.Case study analysis 1.Group presentation
2.1.9: Respond to contexts that shape practice	1. Assess the impact of historical and contemporary contexts on family policy and practice issues.	1.Log assignment – reading analysis & professional/ personal response
2.1.10b: Assess individuals, families, groups, organizations and communities	1. 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.	1.Log assignment – reading analysis & professional/ personal response 1.Case study analysis 1.Group presentation 1.Case formulation exercise (paper)

IV. Course Content

Class Session	Topic	Content, Readings, Media
Week 1: March 25 (Madison)	Introductions, Course Overview and Structure, Overview of Family Problems Family Structure, Theory & Child Welfare Multicultural Issues	-Rasheed, Rasheed & Marley: Family therapy; models & techniques - Chps 2 & 13 -Crosson -Tower: Child welfare: A practice perspective - Chapter 2 -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 -Select handouts as posted on Learn@UW
Week 2: April 1 (Eau Claire)	Mental Health Issues in SW Practice	-Samhsa handouts as posted on Learn@UW -Camh handouts as posted on Learn@UW -Gray & Zide: Psychopathology: A competency-based treatment model for social workers – Chapter 1 -Cormier & Nuierious: Chapter 8 (pp175-196), Chapter 9 (pp207-230) -Kirst-Ashman & Hull: Understanding generalist practice – Chapter 5 (pp149-170)
Week 3: April 8 (Madison)	Family Problems: Domestic Violence Overview	Bancroft et al: The batter as parent – Chapters 1-3
Week 4: April 15 (Eau Claire)	Family Problems: Domestic Violence – Working with Abusers & Victims	Bancroft et al: The batter as parent – Chapters 5-7
Week 5: April 22 ☺ (Madison)	Family Problems: Substance Abuse Background & Overview	Miller & Carroll: Rethinking substance abuse – Chapters 1 & 18
Week 6: April 29 ☺ (Eau Claire)	Family Problems: Substance Abuse – Impact on Children & Families	-Understanding Substance Abuse & Facilitating Recovery: A guide for child welfare workers -Strausser & Fewell: Children of substance abusing parent – Chapters 1-3; 5-6
Week 7: May 6 ☺ (Madison)	Child Abuse & Parenting, Discipline & Punishment Integrating CPS SW Practice with Military Families Collaboration in SW Practice Final Class Discussion, Evals	Power Point presentation and handouts -DeCarvalho & Whealin: Healing stress in military families – Introduction. -Blaisure, et al. Serving military families in the 21 st century – Chapters 1, 13 -Crawford: Interpersonal collaboration in social work practice – Chapters 1, 4

☺ Denotes class presentation

V. Texts and Reading Materials for the Course

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:

A Social Worker's Tool Kit for Working with Immigrant Families (2010). *Healing the Trauma Damage: Trauma and immigrant families in the child welfare system*. Retrieved from <http://www.americanhumane.org>

About Mental Health and Mental Health Problems (n.d.) Retrieved from <http://www.camh.ca>

Bancroft, L. & Silverman, J. & Ritchie, D (2012). *The batterer as parent: Addressing the impact of domestic violence on family dynamics*. Second Edition. Thousand Oaks, CA: Sage Publications, Ltd.

Blaisure, K.R., Saathoff-Wells, T., Pereira, A., MacDermid Wadsworth, S., Dombro, A.L. *Serving military families in the 21st century*. New York: Rutledge

Cauthen N.K. & Dinan, K.A. (n.d.) *Immigrant Children: America's future*. Retrieved from <http://www.nccp.org>

Chaudry, A & Fortuny, K. *Children of immigrants: Family and parental characteristics*. The Urban Institute. Brief No.2, May 2010

Concurrent Disorders (n.d.) Retrieved from <http://www.camh.ca>

Congress, E.P. & Gonzalez, M.J. (2013). *Multicultural perspectives in social work practice with families*. New York: Springer Publishing Co.

Cormier, S, P.S. Nurius, C.J. Osborne (2008). *Interviewing and Change Strategies for Helpers: Fundamental Skills and Cognitive Behavioral Interventions* (6th Ed). Belmont, CA: Brooks/Cole.

Crossen-Tower, C (2007). *Exploring child welfare: A practice perspective*. Boston, MA: Pearson.

Crawford, K (2012). *Interpersonal collaboration in social work practice*. Thousand Oaks, CA: Sage Publications, Ltd.

DeCarvalho, L.T. & Whealin, J.M. (2012). *Healing stress in military families: Eight steps to wellness*. New Jersey: John Wiley & Sons, Inc.

Dual Diagnosis (n.d.) Retrieved from <http://www.camh.ca>

Falling Through the Cracks: The Impact of Immigration Enforcement on Children Caught Up in the Child Welfare System, Immigration Policy Center, December 2012

Gray, S.W. & Zide, M.L. (2006). *Psychopathology: A competency-based treatment model for social workers*. Belmont, CA: Brooks/Cole

Kirst-Ashman, K.K. & Hull Jr., G.H. (2009). *Understanding generalist practice* (5th Ed). Belmont, CA: Brooks/Cole

Miller, W. & Carroll, K. (2006). *Rethinking substance abuse: What the science shows, and what we should do about it*. New York, NY: Guilford Press

Myths & Facts about Mental Health (n.d.) Retrieved from <http://samsha.gov>

Rasheed, J.M., Rasheed, M.N. & Markley, J.A. (2011). *Family therapy: Models and techniques*. Thousand Oaks, CA: Sage

Research behind heightened scrutiny of the Defense of Marriage Act. The Society for the Psychological Study of Social Issues (2011).

Screening, Assessing and Diagnosis (n.d.) Retrieved from <http://www.camh.ca>

Straussner, S.L.A. & Fewell, C.H. (2011). *Children of substance abusing parents: Dynamics and treatment*. New York: Springer Publishing Co.

Torrico, R. *Meeting the needs of immigrant children and youth in child welfare*. NASW, June 2010.

Violence and Mental Illness (n.d.) Retrieved from <http://www.samsha.gov>

Woodruff, A. and Tobias, T (2009). Lesbian & Gay Parents, The Society for the Psychological Study of Social Issues. December, 2009.

Woodruff, A. and Tobias, T (2009). Psychological and Social Outcomes for Children of Same-Sex Couples. The Society for the Psychological Study of Social Issues. December, 2009.

Woodruff, A. and Tobias, T (2009). Sexual Identity Development of Children raised by Gay and Lesbian Parents. The Society for the Psychological Study of Social Issues. December 2009

Woodruff, A. (2009). Same-Sex Couples and U.S. Marriage Legislation. The Society for the Psychological Study of Social Issues, October, 2009.

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

Grading

There are 100 possible points which can be earned for this course. Grades will be earned on the following grade point system:

A	94-100	outstanding; surpasses expectations in all areas
AB	88-93	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

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 Reflection Papers: 30 total points are possible, making each paper worth 5 points. Due each class period, the reflection papers will be an important learning tool. They will require that you read all 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 total points are possible on this assignment. Papers should be 10 - 15 pages plus refs, double spaced. 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 total points are possible for this category
4. Class Presentations: 30 total points are possible on this assignment. 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.

Topic Summary Papers

The weekly reflection papers or summaries are designed to give you an opportunity to become connected to and respond to the reading and lecture material in an intimate way. They are designed to be brief 2-3 page summaries of the readings. After doing the reading, you can choose an area, idea, or topic from that reading group and write a reflection/professional response to it. The factors you should include in your papers include your opinions, work and personal experiences related to the reading material, observations, insights, struggles, etc. There are 7 class sessions for which there should be an entry. All journals should be typed. They will be graded based upon completeness, thoughtfulness and clarity. You may drop your lowest log grade; therefore, only 6 logs will count for your grade total. The specific grading criteria will be explained in a separate handout at the first class period.

Class Presentations

In groups of 2-4 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 a weekly 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. A separate handout will be provided which explains the grading criteria and format.

Major Course Assignment

DATE DUE: May 6, 2016. 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 (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 30 points is possible on this assignment. Each of the above areas is worth 5 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.

VII. Course 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.
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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 Part-Time MSW Program, students are expected to attend all scheduled classes and to arrive on time.

Promptness

- ~ Prompt arrival to all courses is required.
- ~ Instructors may take actions they deem appropriate if a student is consistently tardy
- ~ Instructors 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
 - Excused absences include:
 - Death of a family member
 - Personal illness (Dr excuse may be requested)

- Personal trauma or tragedy (be prepared to document)
- Personal wedding or equivalent (your own)
- Conferences set in advance in which you are a presenter

Unexcused absences

- Job interviews
- Conference attendance
- Weddings (where you are not a participant)
- Family reunions
- Vacations
- Any meeting scheduled during class time
- Doctor appointments scheduled during class time

- ~ Additional graded make-up work appropriate for the content missed may be assigned for excused and unexcused absences. The details of make-up work will be determined in consultation with the course instructor.
- ~ 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 by prior to leaving for class to confirm whether classes are cancelled.
 - In the event that classes are canceled due to inclement weather, students should watch their email for instructions from the course instructor about how to engage in the course material for that day.
 - 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 the instructor regarding his/her plan to not travel. This absence will be considered excused and makeup work may be assigned.

Student Behavior Policy

In order to learn, we must be open to the views of people different from 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.

Accommodations

If you require accommodations to obtain equal access to this class or to any assignments given, please contact the instructor.