



SW343: SW Practice with Families

Course Information

Semester: Spring 2023

Semester Hours: 3

Classroom Location: Online Only

Instructor Information

Instructor: Tiffany Renner, LMSW

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Office Location: Harbor Center Suite 140

Office Hours: Tuesday 10:00am to 2:00pm, or available by Appointment

Required Textbooks

Collins, Jordan, Coleman (2013). An Introduction to Family Social Work, Cengage Empowerment Series, Massachusetts

Social Work Program Mission Statement

The mission of the Social Work program at Lewis-Clark State College is to prepare students for entry-level generalist practice within their chosen community. Our program is dedicated to meeting students' needs by providing in-person and online delivery options to promote success for all students. We are committed to the preparation of professional Social Workers by enhancing cognitive and affective processes, and instilling knowledge, skills, and values to serve the needs of individuals, families, groups, communities, and organizations.

The Program relies on a liberal arts foundation and draws on person-in-environment, ecological, and strengths-based perspectives. Through courses, field education, and student service activities the program prepares graduates to:

Provide competent services to promote social, economic, and environmental justice and advocate for human rights.

- Acknowledge the importance of human relationships and value the dignity and worth of the person.

- Practice respectfully with diverse populations, using a range of prevention and intervention methods, understanding the importance of enhancing the quality of life for all persons, locally and globally.
- Practice from a set of ethical principles inherent to the Social Work profession, including the recognition that professional development is a life-long learning process.
- Practice with integrity as professional Social Workers.
- Engage in meaningful scientific inquiry, practice-informed research, and research-informed practice.

(Revised March 2022)

Course Description

This course focuses on the family as the client system. For generalist practice social workers who will have the need to serve families as a unit, this course will help students to gain a firm understanding of the family as a system. In addition, students will understand the roles, functions, communication patterns, and relational patterns that can be center of family problems as well as resources for better functioning. This course will also emphasize the strengths perspective in helping families make changes that will allow them to cope with issues impeding their functioning. Ethical issues that arise in work with families will also be addressed. Finally, all issues will be referenced through a cultural lens. Course enrollment is limited to Social Work majors. Pre-requisite: SW 241.

2015 Social Work Competencies Applied to this Course

COMPETENCY	DESCRIPTION
COMPETENCY 1:	Demonstrate Ethical & Professional Behavior
1.1	make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
1.2	use reflections and self-regulation to manage personal values and maintain professionalism in practice situations
1.3	demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
1.4	use technology ethically and appropriately to facilitate practice outcomes
1.5	use supervision and consultation to guide professional judgment and behavior
COMPETENCY 2:	Engage Diversity and Difference in Practice

COMPETENCY	DESCRIPTION
2.1	apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
2.2	present themselves as learners and engage clients and constituencies as expert of their own experiences
2.3	apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
COMPETENCY 3:	Advance Human Rights and Social, Economic and Environmental Justice
3.1	apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
3.2	engage in practices that advance social, economic, and environmental justice
COMPETENCY 4	Engage in Practice-informed Research and Research-informed Practice
4.1	use practice experience and theory to inform scientific inquiry and research
4.2	apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
4.3	use and translate research evidence to inform and improve practice, policy, and service delivery
COMPETENCY 6	Engage with Individuals, Families, Groups, Organizations, and Communities
6.2	use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
COMPETENCY 7	Assess Individuals, Families, Groups, Organizations, and Communities
7.1	collect and organize data, and apply critical thinking to interpret information from clients and constituencies
7.2	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
7.3	develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

COMPETENCY	DESCRIPTION
7.4	select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
COMPETENCY 8	Intervene with Individuals, Families, Groups, Organizations, and Communities
8.1	critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
8.2	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
8.3	use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
8.4	negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
8.5	facilitate effective transitions and endings that advance mutually agreed-on goals
COMPETENCY 9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
9.1	select and use appropriate methods for evaluation of outcomes
9.2	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
9.3	critically analyze, monitor, and evaluate intervention and program processes and outcomes
9.4	apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Classroom Expectations

Attendance Online

The primary teaching approach in this class will be collaborative learning. Materials in the course will be presented through books, discussion, articles, lectures, and media presentations. Students will be responsible for all materials presented in class and all assignments. Assigned readings and topics will be in the weekly modules. This policy applies to all classes taught as part of the social work curriculum. Exceptions to this policy may be made at the discretion of the instructor. (Found in [Social Work Handbook](#) p. 17).

Shared Client and Agency Information

In the classroom (face to face, online, or zoom), students and professors will occasionally discuss clients and agencies. In these discussions, it is expected that information about clients

and agencies should be disguised or eliminated if clients could be identified and that this information is to be held in confidence within the bounds of the Code of Ethics. You must disguise the identity of clients in written assignments including changing the name of the client.

Deadline for Submission of Class Assignments

1. The online week runs from Monday to Sunday. Tests and assignments are due on Sunday by midnight. Late papers and tests are deducted 5% per day.
2. Extra Credit: There are no extra credit assignments for this course.

Professional Writing Standards

All printed work submitted to this professor should be prepared at a college standard of professional editing in accordance with the ***Publication Manual of the American Psychological Association (7th Ed.)***. Therefore, allow sufficient preparation time for proofreading and correction of typos, misspellings, and grammatical errors.

The reason for this expectation is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, will be graded down on this basis alone. All work must be completed in 12-point font, preferably Times New Romans style or a similarly readable style.

Note: The efforts you make will help you with your courses at LCSC as well as throughout your professional career because you will continue to be judged by other professionals based on your written work.

Grading Procedures

Grading Scale

Letter Grade	Percentage	Letter Grade	Percentage
A	95-100%	A-	90-94.9%
B+	87-89.9%	B	83-86.9%
B-	80-82.9%	C+	77-79.9%
C	73-76.9%	C-	70-72.9%
D	63-69.9%	F	62.9% and below

Class Assignments

1. **Weekly Essays/Chapter Assignments:** (40 points each) Each week will be a weekly assignment connected to the reading. The assignments will be in the form of an essay, which will have a title page, and reference page (citing the text).
2. **Weekly Quizzes:** (20 points each) Each week is a 10-question multiple choice quiz for the weekly chapter due by Sunday of each week. You may refer to any class materials for the quiz.
3. **Family Intervention Video Assignment:** (200 points) Utilizing one of the family interventions create a video with a family member modeling the steps.

Tentative Class Schedule

Week & Date			Assignments – Points
Week 1 January 17-22	Syllabus Review Discussion	Attendance and Questions	20 points
Week 2 January 23-29	Ch. 1	The Field of Family Social Work	Quiz-20 Weekly Assignment- 40
Week 3 January 30-February 5	Ch. 2	What is Family?	Quiz-20 Weekly Assignment- 40
Week 4 February 6-12	Ch. 3	Family Systems	Quiz-20 Weekly Assignment- 40
Week 5 February 13-19	Ch. 4	Family Development and the Life Cycle	Quiz-20 Weekly Assignment- 40
Week 6 February 20-26	Ch. 5	Family Strengths and Resilience	Quiz-20 Weekly Assignment- 40
Week 7 February 27-March 5	Ch. 6	Practical Aspects of Family Social Work	Quiz-20 Weekly Assignment- 40

Week 8 March 6-12	Ch. 7	The Beginning Phase	Quiz-20 Weekly Assignment-40
Week 9 March 13-19	Ch. 8	Qualitative Family Assessment	Quiz-20 Weekly Assignment-40
Week 10 March 20-26	Ch. 10	Family Systems Interventions	Quiz-20 Weekly Assignment-40
March 27-April 2	NO ONLINE ASSIGNMENTS	Spring Break	
Week 11 April 3-9	Ch. 11	The Intervention Phase	Quiz-20 Weekly Assignment-40
Week 12 April 10-16	Ch. 12	Interventions At the Child and Parental Levels	Quiz-20 Weekly Assignment-40
Week 13 April 17-23	Ch. 13	Interventions with Couples and Gender Sensitive Intervention	Quiz-20 Weekly Assignment-40
Week 14 April 24-30	Ch. 14	The Termination Phase	Quiz-20 Weekly Assignment-40
Week 15 May 1-7		Family Intervention Video Prep	
Week 16 May 8-11	Finals Week	Family Intervention Video Due	Discussion-20 Quizzes-260 Weekly Assignments-520 Family Intervention Video-200 Total Points-1000