Part 1: Course information

SW 8152-Social Work Practice Methods: Families and Groups
2 credits

Faculty contact:
Name:
Email:
Phone:
Office Location:

Course descriptions:

Short Description
Develop foundational knowledge and skills in relationship building, engagement, interviewing, and assessment with families and groups using the ecological-systems theoretical framework and resiliency-based approach.

Long Description
This course is designed to develop conceptual understanding, knowledge, and skills in family-centered and group social work practice, with an emphasis on relationship building, engagement, interviewing, and assessment. The first half of this course centers on family-centered social work practice, and the second half, on groups as a mutual aid system in social work practice. Social workers practice with families and groups in a wide range of settings including health care, child welfare, mental health, gerontology, schools, rehabilitation and criminal justice. The principles, values, and knowledge and skills are applicable to practice in a variety of public and private agency settings.

Pre-requisites:

This is a required course for full-program (53-credit) students enrolled in the M.S.W. Program. You must be enrolled as a degree-seeking student in the M.S.W. Program or have permission from the instructor in order to be enrolled in this class.

Clinical Licensure Hours:

This course contains some clinical content, as required by the Minnesota Board of Social Work for eligibility for the Licensed Independent Clinical Social Worker (LICSW). The number of hours in each required category is listed below:
<table>
<thead>
<tr>
<th>Area</th>
<th>Differential Diagnosis</th>
<th>Assessment based treatment planning</th>
<th>Clinical Intervention Methods</th>
<th>Evaluation methodologies</th>
<th>SW values and ethics</th>
<th>Culturally specific clinical assessment</th>
<th>Other areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>5</td>
<td>5</td>
<td>15</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

**Part II: Course outcomes**

**Course Objectives**
Upon satisfactory completion of this course, students will be able to:

1. Use critical thinking skills to inform work with families and groups.

2. Demonstrate culturally-sensitive/culturally-relevant approach when building relationships and engaging with families and groups that have membership(s) in oppressed groups.

3. Understand and integrate family-specific assessment approaches (e.g., the genogram) with intervention planning and use of sessional techniques.

4. Have a familiarity with interventions informed by a family systems theoretical perspective.

5. Develop and implement family intervention strategy based on family need rather than pathology, emphasizing family resilience.

6. Understand strategies to intervene with the difficulties families encounter and the larger (often multiple) systems engaged to help them.

7. Recognize the potential and distinctive benefits of group intervention to clients with particular needs and life circumstances.

8. Demonstrate leadership skills and intervention techniques specific to group practice in social work.

9. Develop a plan, which clearly delineates the purpose of a proposed group; how the group will conduct its work, role of the practitioner(s), group composition, and other key elements.

10. Develop a plan with clients for the termination or transfer of the professional relationship or work.
Social Work Practice Competencies

Successful completion of this foundation course implies that the student has achieved competency in the following practice behaviors:

### EP 2.1.1 – Identify as a professional social worker and conduct oneself accordingly

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers:

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Attend to professional roles and boundaries</td>
<td>• Session 1</td>
<td>Genogram Assignment</td>
</tr>
<tr>
<td>• Engage in career-long learning</td>
<td>• Session 2 readings and lecture</td>
<td>Genogram Assignment</td>
</tr>
<tr>
<td>• Use supervision and consultation</td>
<td>• Session 1, 2, 6 readings and lectures</td>
<td>Family Video and Analysis assignment</td>
</tr>
</tbody>
</table>

### Competency: 2.1.2 – Apply social work ethical principles to guide professional practice

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>• Recognize and manage personal values in a way that allows professional values to guide practice</td>
<td>Session 2, 3 readings and lectures</td>
<td>Genogram Assignment</td>
</tr>
<tr>
<td>• Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Association of Schools of Social Work Ethics in Social Work, statement principles</td>
<td>Session 9 readings and lecture Video</td>
<td>Family video and analysis assignment</td>
</tr>
</tbody>
</table>

### Competency: 2.1.3 – Apply critical thinking to inform and communicate professional judgments

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and
communication of relevant information. Social workers:

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Analyze models of assessment, prevention, intervention, and evaluation</td>
<td>Session 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 readings and lectures</td>
<td>Genogram Assignment &amp; Family Video and Analysis Group plan</td>
</tr>
</tbody>
</table>

**EP 2.1.4 Engage diversity and difference in practice**
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>• Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
<td>Session 1, 2, 3, 4, 5, 6, 8, 9 readings and lectures</td>
<td>Genogram Assignment</td>
</tr>
</tbody>
</table>

**EP 2.1.7 – Apply knowledge of human behavior and the social environment.**
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>• Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation</td>
<td>Session 1, 7, 8, 9 readings and lectures</td>
<td>Genogram Family assessment and video</td>
</tr>
</tbody>
</table>

**EP 2.1.10 – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

<table>
<thead>
<tr>
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<th>Assessed</th>
</tr>
</thead>
</table>
• Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities

| Sessions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 readings and lectures | Genogram Assignment & Family video and analysis Group plan |

• Collect, organize, and interpret client data

| Sessions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 readings and lectures | Genogram Assignment & Family video and analysis Group plan |

• Initiate actions to achieve organizational goals

| Sessions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 readings and lectures | Genogram Assignment & Family video and analysis Group plan |

Part III: Course requirements

1. Required text and Materials:

   E-reserve sites: http://eres.lib.umn.edu/eres/coursepass.aspx?cid=2106. The password is: XXXX. Distribution of this password is limited to students enrolled in the course. Please do not share the password with anyone outside of the course. Password protection creates a secure environment for access to copyrighted works that allows University Libraries to make materials available to students under the provisions of fair use. Limiting access to students registered in the designed class helps assure that materials are used only for educational purposes and minimizes any impact on the market for the original work. This restriction is essential to a good faith assertion of fair use in electronic reserves service.


   Bibliography: Available from library or via ejournals.

2. Assignments
   Genogram: Pattern and Theme Analysis. It is due on session 5 and worth 25 points. This assignment requires you to construct a four-generation genogram of your family-of-origin and to
develop a reflective narrative analysis (using concepts from the literature and videos).

**Family Session Video and Analysis.** It is due on Session 8 and worth 30 points. This assignment requires you to work in a group to (a) plan a simulated session with a family, (b) conduct the session that is videotaped, and (c) write an in-depth summary of your evaluation of the session.

**Group Plan.** It is due on Session 15 and worth 35 points. This assignment will allow you to build on your previous experience with planning a group and reviewing a group plan. The differences from your prior assignments on group planning is the (a) use of the literature on the effectiveness of group with your selected population and/or problem, (b) identification a model [or blended model] you plan and rationale your selection, (c) discussion of the preparation of members including basis for exclusion and (d) inclusion, and the facilitator(s)’ role

**Class participation. Every Session, Worth 10 points.** It includes all of the following behaviors

1. Raising questions and making comments on content of readings.
2. Sharing with class during course sessions. Discussions ought to reflect your familiarity with assigned readings and your ability to relate them to your work with families and groups as well as your practice experiences.
3. Building on and responding to the comments of peers in class.
4. Volunteering for a leadership role in small group exercises in class.
5. Class attendance.

<table>
<thead>
<tr>
<th>Grading Structure</th>
<th>Points</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genogram: Pattern and Theme Analysis Family</td>
<td>25</td>
<td>Session 5</td>
</tr>
<tr>
<td>Session Video and Analysis</td>
<td>30</td>
<td>Session 8</td>
</tr>
<tr>
<td>Groups Plan</td>
<td>35</td>
<td>Session 15</td>
</tr>
<tr>
<td>Class participation.</td>
<td>10</td>
<td>Every Session</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grading Scale</th>
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</thead>
<tbody>
<tr>
<td>A = 93 - 100</td>
</tr>
<tr>
<td>A - = 90 - 92</td>
</tr>
<tr>
<td>B+ = 87 - 89</td>
</tr>
<tr>
<td>B = 83 - 86</td>
</tr>
<tr>
<td>B- = 80 - 82</td>
</tr>
<tr>
<td>C+ = 77 - 79</td>
</tr>
<tr>
<td>C = 73 - 76</td>
</tr>
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</table>
Clinical content
The Board of Social Workers will now require that any person seeking an LICSW have 360 hours of specific clinical content, divided over several areas. An audit to determine how much of that content and in what areas resulted in the information below about this course:

<table>
<thead>
<tr>
<th>Content areas</th>
<th># of hours required</th>
<th># of hours contained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differential Diagnosis &amp; biopsy. Assessment</td>
<td>0</td>
<td>108</td>
</tr>
<tr>
<td>Assessment-Based clinical treatment planning</td>
<td>36</td>
<td>7</td>
</tr>
<tr>
<td>Clinical Intervention Methods</td>
<td>108</td>
<td>19</td>
</tr>
<tr>
<td>Evaluation Methodologies</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td>Social Work Ethics and Values</td>
<td>72</td>
<td>3</td>
</tr>
<tr>
<td>Culturally Specific clinical Assessment</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>Other Content Areas</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

Course Policies
There are many University and School of Social Work policies that govern this course. Please go to http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf to see a complete description of all the policies.
Part IV: Course content

Session Plan

Session 1:
Introductions to Course, Students, and Professor
Course overview
Resiliency-based framework

Required Reading
Text, Chapter 1.

Recommended Readings

Related Session Activities
Lecture
Small group exercise

Session 2:
Cultural Influences in Family Resiliency Framework
Preparation to work with families

Required Readings
Text, Chapters 2 and 3.

Recommended Readings


Related Session Activities
Lecture
Small group exercise
Session 3:
Family assessments
Diagrammatic Mapping in Family Assessment: Genograms
Linking and Integrating Family Assessment and Intervention

Required Reading
Text, Chapter 4


Recommended Readings


Related Session Activities
Lecture
Small group exercise
Video: The Legacy of Unresolved Loss: A Family system Approach

Session 4:
Structural and solution-focused approaches

Required Readings
Text, Chapters 6 and 7

Recommended Readings


Related Session Activities
Lecture
Small group exercise
Video: Irreconcilable Differences: A solution-Focused Approach to Marital Therapy

Session 5:
  Narrative and Psychoeducational approaches

**Required**
Text, chapters 8 and 9

**Recommended Readings**


**Related Session Activities**
Lecture
Small group exercise

Session 6:
  Social learning
  Sharing Insights Gained from Developing your Family Genogram
  Work with couples

**Required Readings**
Text, chapter 5


**Recommended Readings**

Related Session Activities
Lecture
Small group exercise
Video: Couple Power Therapy

Session 7:
Multisystems and Spirituality approaches

Required Readings
Text, Chapters 10 and 12

Recommended Readings


Related Session Activities
Lecture
Small group exercise

Session 8:
Summarizing work with families
Introducing work with groups

Required Readings


Recommended Readings

Related Session Activities
Lecture
Small group exercise
Video: The Caring Helper
Session 9:
Core Concepts in the Mutual Aid Model of Group Work
Stage Themes in Group Development—Facilitator’s Role
Ethical Issues in Group Practice

Required Readings


Recommended Readings


Related Session Activities
Lecture
Small group exercise
Video: Evolution of a Group

Session 10:
Techniques for Developing the Mutual Aid System
Issues in leadership and co-leadership of Groups

Required Readings


Recommended Readings

Related Session Activities
Lecture
Small group exercise

Session 11:
Topics  Group work models
Working with Disempowered People in Groups
Preparation for in-class group simulations (three group sessions)

Required Readings


Recommended Readings
Chaplan, T. & Thomas, H. (2004). If we are all in the same canoe, why are we using Different paddles? Social Work with Groups, 27 (1), 53-73.


Related Session Activities
Lecture
In-class Simulation group: I of II

Session 12:
Use of self
Cross-Cultural Group Work
Techniques for Facilitating Mutual Aid Groups
In-class group simulation: Session I of IV

Required Readings


Recommended Readings


**Related Session Activities**
Lecture
In class simulation group II of IV

**Session 13:**
Working with Involuntary Clients in Groups
Group Work with Vulnerable Populations
In-class group simulation; Session 2

**Required Readings**


**Recommended Readings**


**Related Session Activities**
Lecture
In class simulation group III of IV

**Session 14:**
Group Work with Children
In-class group simulation: Session IV of IV

**Required Readings**


**Recommended Reading**


**Related Session Activities**

- Lecture
- Small group exercise

**Session 15:**

- Termination Phase of Practice
- Evaluation of Group Work Practice
- Student Presentations of Group Plans

**Required Readings**


**Related Session Activities**

- Lecture
- Small group exercise

**Additional Bibliography**


work practice. *Social Work with Groups, 21 (3),* 5-17.


Richardson, J. (2009). Men do matter: Ethnographic insights on the socially supportive role of
the African American uncle in the lives of inner-city African American male youth. *Journal of Family Issues* 30(8), 1041-1069.


