Part I: Course information

SW 8351-Advanced Practice I: Families and Children

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

Course descriptions:

a. Short Version
This course prepares students to utilize evidence informed, culturally respectful assessments and engagement models with families and children. Factors internal and external to families are considered. Students learn to identify and work with families and children around a broad scope of stressors as well as resiliency.

b. Long Version
Using a family systems lens, this course will examine the inherent diversity of families and their organizational environments. The course will present various strength oriented assessment and engagement models (such as the solution-focused approach and task centered models) for families and children. A broad scope of stressors, risks, protections, adaptations, and factors for resilience will be described in depth particularly as they can be positioned within the ecological model. Most efficacious intervention, planning and prevention strategies will be explored in addition to motivational techniques and ethical considerations in working with families and children. These interventions are understood in the context of power relations, organizational environments and interpersonal interactions that influence families, children and workers across numerous settings. An overview of major policies impacting families and children will be included.

Pre-requisites:
1. This is an advanced social work class, and the material presented in this class is at an advanced level. Social Work students enrolled in this course should have completed the foundation classes listed below, or have advanced standing status.
   SW 5051 - Human Behavior and the Social Environment
   SW 5801 - Policies and Programs in American Social Welfare
2. If you are not a Social Work student, you need permission of the instructor

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>30</td>
<td>4</td>
<td>14</td>
<td>2</td>
<td>2</td>
<td>8</td>
<td>0</td>
</tr>
</tbody>
</table>

Part II: Course outcomes

Course objectives:
After successfully completing the course, students will be able to:
- Describe the importance of resilience in children and youth
- Identify variation in family functioning in times of transition
- Demonstrate familiarity with various standardized instruments used as tools in the assessment of families and children
- Distinguish among models of assessment and engagement and their applicability for use with diverse peoples
- Demonstrate knowledge of appropriate use of assessment and intervention models
- Identify and describe the impact of historical trauma on families and children
- Demonstrate knowledge of systems impact on families and children, and the role of the social worker to mitigate those impacts.

Social Work Practice Competencies
Successful completion of this concentration course implies that the student has achieved competency in the following advanced practice behaviors:

<table>
<thead>
<tr>
<th>Competency: 2.1.2 – Apply social work ethical principles to guide professional practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
</tr>
<tr>
<td>Practice Behavior</td>
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Page 2 of 20
• Identify and analyze value-based and ethical dilemmas that arise in their area of practice, using professional codes of ethical standards and through appropriate professional consultation. 

Session 3

Reflection assignment

**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>
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</tr>
</thead>
<tbody>
<tr>
<td>• Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to their area of practice.</td>
<td>Session 1, Session 2, Session 3,</td>
<td></td>
</tr>
<tr>
<td>• Identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to their area of practice.</td>
<td>Session 3,4</td>
<td>Risk and resilience paper</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:

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>• Engage in practice that challenges the systems of privilege and oppression by utilizing the culturally relevant assessments and interventions specific to the context of their area of practice</td>
<td>Session 6 Session 7</td>
<td>Assessment and intervention paper</td>
</tr>
</tbody>
</table>

**EP 2.1.5 – Advance human rights and social and economic justice**

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:

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<tbody>
<tr>
<td>• Gain a full comprehension about</td>
<td>Session 10</td>
<td>Reflection assignments</td>
</tr>
</tbody>
</table>
disparities and their development, contribute to knowledge about institutional barriers to equality and apply concentration-appropriate strategies to advance social and economic justice.

### EP 2.1.6 – Engage in research-informed practice and practice-informed research
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:

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<tbody>
<tr>
<td>- Demonstrate ability to evaluate practice and/or programs in an area of concentration</td>
<td>Session 14</td>
<td>Practice integration paper 2nd phase</td>
</tr>
<tr>
<td>- Demonstrate ability use practice experience to shape research questions, methods and processes to advance knowledge in an area of concentration.</td>
<td>Session 15</td>
<td>Practice integration paper 2nd phase</td>
</tr>
</tbody>
</table>

### Competency: 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:

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<tr>
<td>- Evaluate and synthesize theories and perspectives of human behavior and the social environment to choose and apply methods of assessment, intervention and evaluation in their area of practice</td>
<td>Session 3,4,5</td>
<td>Risk and resilience paper</td>
</tr>
</tbody>
</table>

### Competency: 2.1.8 – Engage in policy practice to advance social and economic well-being
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:

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<tbody>
<tr>
<td>- Understand, compare, analyze, formulate and advocate for policies in an area of practice</td>
<td>Session 10</td>
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</table>

### Competency: 2.1.9 – Respond to contexts that shape practice
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:
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<tbody>
<tr>
<td>• Assess the impact of historical and contemporary contexts on practice and policy in their area of practice.</td>
<td>Session 1, 2, 10</td>
<td>Practice integration paper 1st phase</td>
</tr>
<tr>
<td>• Organize and advocate with community members, program participants, service providers, community organizations, policy makers and the public to improve practice and service delivery in their area of practice.</td>
<td>Session 10</td>
<td>Practice integration paper 1st phase</td>
</tr>
</tbody>
</table>

**FC Competency: 2.1.10 (a)-(b) – 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.

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<tbody>
<tr>
<td>• Engage: Use empathy and collaborative interviewing skills to engage clients in identifying their strengths and problems.</td>
<td>Sessions 8 &amp; 9</td>
<td>Practice integration paper 2nd phase</td>
</tr>
<tr>
<td>• Engage: Establish rapport and maintain effective working relationships with clients in clinical mental health settings.</td>
<td>Sessions 8 &amp; 9</td>
<td>Practice integration paper 2nd phase</td>
</tr>
<tr>
<td>• Engage: Employ diverse strategies to arrive at a collaborative focus of work and desired outcomes in clinical social work mental health practice.</td>
<td>Session 11</td>
<td>Practice integration paper 2nd phase</td>
</tr>
<tr>
<td>• Assess: Conduct comprehensive bio-psychosocial, spiritual and culturally appropriate assessments as needed for social practice with families and children</td>
<td>Sessions 3-7</td>
<td>Risk and Resilience assignment Practice integration paper 1st phase</td>
</tr>
<tr>
<td>• Assess: Administer and interpret standard assessment and diagnostic tools that are appropriate for use in social work practice with families and children (e.g., risk assessment, family strengths scale)</td>
<td>Sessions 6 &amp; 7</td>
<td>Practice integration paper 1st phase</td>
</tr>
<tr>
<td>• Assess: Assess individuals, families,</td>
<td>Sessions 3-7</td>
<td>Practice integration paper 1st phase</td>
</tr>
</tbody>
</table>
groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to clinical social work practice in mental health.

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Sessions</th>
<th>Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Intervention: Use appropriate evidenced-based interventions to help clients resolve identified and agreed upon problems.</td>
<td>5, 8, 9, 11 &amp; 12</td>
<td>Risk and Resilience paper 1st &amp; 2nd phases</td>
</tr>
<tr>
<td>• Intervention: Implement evidenced-based interventions that enhance family and child capacities.</td>
<td>5, 8, 9, 11 &amp; 12</td>
<td>Practice integration paper 1st &amp; 2nd phases</td>
</tr>
<tr>
<td>• Intervention: Intervene at different levels to achieve the agreed upon desired practice outcomes.</td>
<td>12, 14, 15</td>
<td>Practice integration paper 1st &amp; 2nd phases</td>
</tr>
<tr>
<td>• Intervention: Maintain accurate records documenting the assessment, interventions and outcomes.</td>
<td>9 &amp; 11</td>
<td>Practice integration paper 2nd phases</td>
</tr>
<tr>
<td>• Evaluate: Apply research skills to analyze, monitor, evaluate and improve treatment alliance and interventions and programs in clinical social work practice in mental health.</td>
<td>8 &amp; 11</td>
<td>Practice integration paper 2nd phase</td>
</tr>
</tbody>
</table>

**Part III: Course requirements**

Required texts:

This course is set up with a Moodle site. Students are responsible to utilize the course site for assignments, communication from the instructor, as well as additional readings assigned.

Assignments
Course Participation: 15 points. Points are earned weekly through active participation in discussion, role plays, group activities, and respectful, appropriate, attentive body language. POINTS ASSIGNED WEEKLY

Online Course Reflections: 17 points. Each week 2 Students will post thoughtful and comprehensively written reflections on the readings, course content, and the classroom activities. These reflections should be about two pages long and should be submitted as attachments to the weekly reflection section for the week you have chosen. All other students will read those reflections and six times during the semester post responses. Reflections and responses should include content such as ethics, professional use of self, presenting or unresolved challenges, policy issues, and thoughts related to diversity and demonstrate comprehension of course readings. DUE six times during the semester

Risk and Resilience Paper-utilizing knowledge and critical thinking about risk and resiliency: 20 points Students may work independently or in dyads to construct a paper utilizing critical thought and the incorporation of concepts learned related to risk and resiliency. Students will select a case example from the Petr Text (Chapters 12 & 13). Students will apply concepts to the child and family presented in the case example. Identifying risks and protective factors for the child. Discuss potential interventions for working with the family and child. Finally, discuss the worker’s role in engaging, assessing and facilitating interventions. Note any ethical conflicts that may be present in the case. Paper should be up to 12 pages long if done individually and 15 pages if completed as part of a dyad. DUE SESSION 5

Resource/Asset Mapping: 8 points
Utilizing one of the case scenarios presented in the NEATS text, students will develop an asset map for the key individual and their family within the scenario. DUE SESSION 8

3 Linking assessment and intervention paper (40 points including 20 points for assessment, due week 11, and 20 points for intervention due during Finals week. Students will demonstrate their knowledge of appropriate assessment and intervention with family or child. The assessment paper will incorporate appropriate use of course and other materials on assessment for the particular family. The intervention paper will build on the assessment to describe appropriate intervention for the individual or family.

Grading Structure
### 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](http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf) to see a complete description of all the policies.

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### Course content

#### Session Plan

**Session: 1**

**Topics:**

- **A.** Course Introduction and Review of Objectives-
- **B.** Systems and Settings: Including Purpose, values, and mission

**Required Readings** (to be assigned PRIOR to session 1):

*Petr Text - Chapter 1* Introduction to Social Work in Child and Family Settings

**Related Session Activities:**

- Panel of SW Professionals from 4 Family and Child settings (Schools, Juvenile Justice, child welfare, children’s mental health, financial assistance, domestic violence, etc.)
- Sign up for weeks to post reflections
Session: 2

Topics:
A. Creating effective partnerships/collaborations with families and children
B. Role of Social Worker as facilitator and expert (not either/or)
C. Family strengths
   ● Diversity of families
   ● Various Frameworks for Healthy Families
(Traits of a healthy family, Afro-centric social works’ healthy family, Strengthening families, Five protective factors)

Required Readings (1):
Congress Text-Chapter 1 Using the Culturagram to Assess and Empower Culturally Diverse Families
Chapter 2 Family and Group Approaches with Culturally Diverse Families: A Dialogue to Increase Collaboration

Pet Text Chapter-7 Respect for Diversity and Difference


Other Required Resources
5 Protective Factors- Child Welfare Information Gateway
http://www.childwelfare.gov/preventing/preventionmonth/factors.cfm
Healthy Families Review
http://scholar.googleusercontent.com/scholar?q=cache:mjtI3RxfLxwJ:scholar.google.com/+traits+of+a+healthy+family&hl=en&as_sdt=0,24&as_vis=1

Related Session Activities
● Lecture
● Sm. Group discussions: what do strengths mean in different families/cultures, resulting in different family intervention/treatment approaches

Session 3:
Topics:
A. Family Functioning in times of Transitions (developmental stages of children, chemical use/abuse, domestic violence, divorce/break ups, financial challenges, disability, death).
B. Concept of Risk and resilience

**Required Readings:**

*PLUS* (Choose two):
Congress Text: **Chapter 4** - The multicultural Triangle of the Child, the Family and the School
Congress Text: **Chapter 14** - Working with HIV Affected Culturally Diverse Families
Congress Text: **Chapter 16** - The Impact of Ethnicity and Race on the Treatment of Mothers in Incest Families
Congress Text: **Chapter 17** - Multicultural Social Work Practice with Immigrant Victims of Domestic Violence

**Other Resources:**

**Related Session Activities**
Lecture
Sm. Group discussions based upon choice readings from Congress text

**Session: 4**

**Topics:**
A. Concept of Risk and resilience
B. Child development
   - Neurobiology
   - Executive Function
   - Attachment
   - Trauma
   - Self-Regulation
**Required Readings:**

Teicher, Martin H. (2002). Scars that won’t heal: The neurobiology of child abuse: Maltreatment at an early age can have enduring negative effects on a child’s brain. *Scientific American*, 286(3), 68-76

**Supplemental (not required) Readings:**

**Other Required sources:** Review the Bruce Perry, Ph.D., website at [www.childtrauma.org](http://www.childtrauma.org) and click on the link CTA’s Neurosequential Model of Therapeutics
Online Module- Resilience and Adult Attachment in Cases of Child Sexual Abuse by Jane Gilgun

**Related Session Activities**
Lecture
Guest Speaker- Ann Masten, U of MN
Review professional and commonly available (online) tools for use across ages:
How resilient are you?
Youth Risk & Resiliency Inventory

**Session: 5**

**Risk & Resilience paper is DUE**

**Topics:**
A. Discussion of eclectic tool kit as opposed to a single approach. Pros/cons
B. Introduction to intervention approaches for families and children
   - role of the intervener/Social worker related to assessment and goal setting
C. Introduction of stages of change as useful perspective to capture where client is at in relation to the community/agency


Supplemental Readings

Other Resources video of Peter Dimock using Motivational Interviewing in child welfare situations.

Related Session Activities
Methods will include lecture introducing approaches, videos, application of several approaches to same scenario

Session: 6

Topics:
A. Introduction to tools and standardized instruments including understanding their purpose, use and limitations.
B. Identify specific issues in assessment (Substance abuse, Chemical dependency, domestic violence, mental health (including children’s mental health)
C. Explore how to incorporate and use information
D. Introduce consideration of diversity through examples such as youth connectedness scale and CEDV.
E. Practice resource/asset mapping

Required Readings:

**Required Web Site**

Asset Mapping Tool


**Supplemental Readings** (2):


**Other Resources** (speakers, movies, books)

**Related Session Activities**

1. Review of how to search for evidence based assessment tools
2. Sharing example of search process for instruments to two problem areas such as youth connectedness and substance abuse.
3. Exercise with students pairing to explore for appropriate evidence based assessment tools.
4. Discussion of advantages and disadvantages of evidence based tools.

**Session: 7**

**Topics:**

1. **Assessment of vulnerable people such as in sex trafficking, child maltreatment, vulnerable adults**
2. **Utilization of appropriate assessment instruments for such circumstances consulting resources such as California Clearing House, Signs of Safety**
3. **Appropriate consideration of assessment of vulnerable persons from solution focused, task-centered, and motivational intervention approaches.**
4. **Incorporation of assessment tools such as ecomaps and genograms**
5. **Appropriate consideration of diversity in assessment of vulnerable persons**

**Required Readings:**

Petr Text **Chapter 5**-Family-Centered Practice

Petr Text **Chapter 6**- Strengths Perspective

**Other Resources** (speakers, movies, books): Panel of speakers who conduct assessment with vulnerable families and children from various settings

Related Session Activities: Exercise in looking for appropriate assessment tools for particular problems and concerns; practice in assessment of strengths, resources and risk elements.

**Session: 8**

**Topics:**
A. Developing an appropriate intervention plan that links with assessment
B. Examples of intervention plans
C. Introduction of common factors model

**Required Readings** (1):


**Related Session Activities**
1. Guest speaker panel who share examples of intervention plans linking with assessments

2. Practice drafting appropriate intervention plans that link with assessment

Session: 9

Topics:
A. Developing contracts and agreements to proceed with families and children.

Required Readings (1):

Related Session Activities
role plays, videos, panel of intervenors who share examples of contracts and service agreements

Session: 10

Topics:
A. Systems (help and harm)
B. Policy Connection (discuss specific policies where the design helps and/or harms families and children)
C. Historical Trauma

Required Readings:
Congress Text - Chapter 3 Managing Agencies for a Multicultural Context
Petr Text: Chapter 10 - Organization and Financing

http://www.sagepub.com/upm-data/37820_Chapter1.pdf

Supplemental Readings:

Other Resources:
Takini’s Historical Trauma http://www.historicaltrauma.com/
Indian County Child Trauma Center http://www.icctc.org/Historical.htm
Child Welfare Gateway-Children Bureau’s Express; Spotlight on Diversity in Child Welfare
http://cbexpress.acf.hhs.gov/index.cfm?event=website.viewArticles&issueid=127&articleid=3198

Related Session Activities
- Lecture
- Guest Speaker-Sandy Whitehawk (Historical Trauma and Systems issues)
- MN DHS Director of Child Safety and Permanency Division, Christeen Borshiem (Systems issues)

Session: 11

Practice Integration paper-First Phase Due

Topics:
A. Elaboration of elements in intervention, service agreement and contract including specification of voluntary, mandated and negotiated elements while including family and children’s priorities
B. Exploration of role socialization and pro-social modeling

Required Readings


Related Session Activities
Practice developing appropriate contracts and intervention plans for children and families; role playing and video models of contracting

Session: 12
Topics:
A. Inter-agency Collaboration (including content on: multiple agency involvement, stakeholders’ vested interests, competing plans/goals, interdisciplinary team work, community based teams
B. Non-Professional people providing service and support
C. Mentoring relationships

Required Readings:
Children’s Bureau-Systems of Care (all linked/content pages)
http://www.childwelfare.gov/pubs/soc/


Supplemental Readings:
Congress Text - Chapter 7 Grandparents Raising Grandchildren from a Multicultural perspective

Petr Text Chapter 4 - Combating Adult Centrism

Other Resources:
Online learning module: Mitigating School Suspension: Enhancing the Strength of Kinship Caregivers
http://www.cehd.umn.edu/ssw/cascw/PracResources/SchSusp-KinshipCare/SchSusp-KinshipCare.asp

Related Session Activities
- Hennepin County panel on interdisciplinary collaboration
- Skype Interview: Deborah Painte, Sacred Child Project of North and South Dakota (Systems of Care)

Session: 13
Diversity considerations

**Topics:**
A. Techniques for revising plans after implementation begins
B. Assessment of obstacles
C. Revision of plans based on obstacles
D. Implications of diversity related to obstacle revision

**Required Readings:**
1. Petr Text Chapter 11 - Achieving Outcomes

**Related Session Activities**

Role play practice exploring obstacles and revising plans; review of videos regarding obstacle analysis; explore sensitivity to diversity in examination of obstacles

**Session: 14**

**Topics:**
A. Exploration of specific obstacles with families and children such as lack of capacity, lack of resources, environmental pressures

**Required Readings**
3. Newsome, W. S. (2004). Solution-focused brief therapy group work with at-risk junior high school students: Enhancing the bottom line., *Children & Schools, 27*(2), 83-

**Related Session Activities:** role play practice in identifying obstacles and revising plans related to environmental obstacles; panel of social workers from different settings describing obstacles and ways to approach them
Session: 15
Integrated Practice paper-Second Phase Due NEXT WEEK/Finals week

Topics:
A. Integration of Ecological Model
B. Systems impacting Families
C. Influencing Systems
D. Linkage with boost course and electives
E. Course Evaluation

Required Readings:
Petr Text Chapter 9 - Ecological Perspectives
NASMW Code of Ethics-Section 6

Related Session Activities
- Lecture
- System Change Scenarios-small group develop solutions

Additional Bibliograph


Hanson, S. (1986). Healthy Single Families. Family Relations. 35(1). p 125-132


