	Integrated Social Work with Families	
	SWRK 622 (3 credit hours) *Spring 2020*	

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Email: Amy.Cappiccie@wku.edu	**Office Hours: M and W 10:30 – 2:30, Th 1:30 – 3:30**
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Class Meeting Times/Dates: 8:30 am – 12:30 pm CST on 2/8, 2/22, 3/7, 3/21, 4/4, 4/25
Location: Medical Complex 1100

Prerequisites*:* Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program; SWRK 610 Social Work Administration & Supervision, SWRK 620 Advanced Psycho-Social Approaches for Rural Practice, SWRK 623 Social Work Clinical Assessment & Intervention, and SWRK 660 Advanced Field Practicum I.

Co-requisite: SWRK 661 Advanced Field Practicum II

Course Description
This course builds on the knowledge and skills gained in the generalist social work practice classes. Knowledge and skills related to the social work processes for planned change using engagement, assessment, planning, implementing, evaluating, terminating, and follow up in working with families will be taught.

Course Information
This course builds on the knowledge and skills gained in the generalist social work practice with individuals, families, and groups. It will prepare students to apply the generalist practice perspective to social work practice with families. Knowledge and skills related to the social work processes for planned change using engagement, assessment, planning, implementing (interventions), evaluating, terminating, and follow up in working with families will be taught. To accomplish these skills, students will focus on the family context as a system for intervention whereby studying the theory and practice of family therapy with social work clients. The course will survey the development and theoretical assumptions implicit in such major schools of family therapy (first, second, and third generation).

Required Text
Van Hook, M. (2014). Social work practice with families: A resiliency based approach. Chicago, IL: Lyceum Books. ISBN 9781935871309

MSW Mission Statement
The mission of the MSW program at WKU is to prepare students for advanced professional social work practice to meet the needs of increasingly diverse rural population in the community, in Kentucky, and in a global society.

Council on Social Work Education (CSWE)
2015 Educational Policy and Accreditation Standards (EPAS)

The Council on Social Work Education (CSWE) Commission on Accreditation (COA) and Commission on Educational Policy (COEP) developed the 2015 Educational Policy and Accreditation Standards for Baccalaureate and Master's Social Work Programs. These standards form the basis for the WKU MSW Generalist Year Curriculum. As part of these standards, each master's social work program must design at least nine unique competencies that are used in the creation of their specialized year. Here at WKU, our specialty is Advanced Generalist Practice in Rural Settings. Our program faculty have developed nine (9) unique competencies that are the focus for the specialized year curriculum. Please review the competencies at WKU MSW Advanced Generalist Competencies to develop an understanding of the content that all WKU MSW students must master prior to graduation.

2015 Competencies Addressed in Course	Course Assignments	Course Learning Outcomes	Competency Dimension
Competency 1: Demonstrate Ethical and Professional Behavior	Timeline Activity (Online)	2	Values
	Professionalism	7	Cognitive & Affective (C&A) Processes
	Integrated Report (Online)	3, 4, 5	Values, Skills
	Family Practice Presentation	1, 3, 4, 5	Knowledge, Values, Skills
	Family Intervention Video and Paper	1, 3, 4, 5, 6, 7	Knowledge, Values, Skills, C&A Processes
	Family of Origin Paper	2, 7	Values, C&A Processes
Competency 2: Engage Diversity and Difference in Practice	Minority Client Article Review (Online)	3	Values
	Family of Origin Paper	2, 7	Values, C&A Processes
	Theory Building Analysis (Online)	1	Knowledge
	Family Practice Presentation	1, 3, 4,5	Knowledge, Values, Skills
	Family Intervention Video and Paper	1, 3, 4, 5, 6, 7	Knowledge, Values, Skills, C&A Processes
Competency 4: Engage in Practice-informed Research and Research-informed Practice	Continuum of Theoretical Tenets (Online)	1	Knowledge
	Minority Client Article Review (Online)	3	Values
	Video Clip Exploration (Online)	1, 3	Knowledge, Values
	Integrated Report (Online)	3, 4, 5	Values, Skills
	Theory Building Analysis (Online)	1	Knowledge
	Use of Technology (Online)	5	Skills
	Family Practice Presentation	1, 3, 4,5	Knowledge, Values, Skills
	Family Intervention Video and Paper	1, 3, 4, 5, 6, 7	Knowledge, Values, Skills, C&A Processes
	Termination Discussion (Online)	5	Skills

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Continuum of Theoretical Tenets (Online)	1	Knowledge
	Minority Client Article Review (Online)	3	Values
	Family of Origin Paper	2, 7	Values, C&A Processes
	Video Clip Exploration (Online)	1, 3	Knowledge, Values
	Integrated Report (Online)	3, 4, 5	Values, Skills
	Family Practice Presentation	1, 3, 4, 5	Knowledge, Values, Skills
	Family Intervention Video and Paper	1, 3, 4, 5, 6, 7	Knowledge, Values, Skills, C&A Processes
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Continuum of Theoretical Tenets (Online)	1	Knowledge
	Integrated Report (Online)	3, 4, 5	Values, Skills
	Theory Building Analysis (Online)	1	Knowledge
	Family Practice Presentation	1, 3, 4, 5	Knowledge, Values, Skills
	Family Intervention Video and Paper	1, 3, 4, 5, 6, 7	Knowledge, Values, Skills, C&A Processes
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Continuum of Theoretical Tenets (Online)	1	Knowledge
	Minority Client Article Review (Online)	3	Values
	Family of Origin Paper	2, 7	Values, C&A Processes
	Video Clip Exploration (Online)	1, 3	Knowledge, Values
	Integrated Report (Online)	3, 4, 5	Values, Skills
	Use of Technology (Online)	5	Skills
	Family Practice Presentation	1, 3, 4, 5	Knowledge, Values, Skills
	Family Intervention Video and Paper	1, 3, 4, 5, 6, 7	Knowledge, Values, Skills, C&A Processes
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Integrated Report (Online)	3, 4, 5	Values, Skills
	Family Practice Presentation	1, 3, 4, 5	Knowledge, Values, Skills
	Family Intervention Video and Paper	1, 3, 4, 5, 6, 7	Knowledge, Values, Skills, Cognitive and Affective Processes
	Termination Discussion (Online 9)	5	Skills

Learning Outcomes

Upon Successful completion of this course, students will be able to:

Knowledge
   1. Evaluate the efficacy of various family therapy modalities and accompanying intervention strategies for specific case situations and thus specific client populations.

Values

2. Integrate the professional use of self with various evidence-based practice frameworks to provide effective family social work services.
3. Integrate principles of cultural competence (to include rurality) in all case assessments, treatment plans and intervention strategies.

Skills

4. Demonstrate assessment and diagnosis of family systems as the basis of treatment planning and intervention.
5. Demonstrate intervention techniques with family systems as they relate to the various theoretical frameworks under study.

Cognitive and Affective Processes

6. Critically evaluate effectiveness of own implementation of family therapy techniques and create a plan of improvement of these practice skills
7. Appraise own strengths and areas for improvement in social work professionalism

COURSE ASSIGNMENTS

Professionalism (60 points)

Social workers traditionally serve the marginalized populations. Thus, social work professors have an obligation to teach students appropriate professional behavior. Within the classroom setting, both face – to- face and online, professionalism is defined as attendance, preparation, and appropriate behavior with the professor and peers in **all** communications relative to this course. In the classroom, the use of cell phones and other electronic devices is prohibited without prior permission of the professor.

Further, it is expected that each student completes all assignments and assigned readings in accordance with the course schedule. The instructional methods utilized in this course include lecture/discussion, role play, experiential exercises, and student presentations. Therefore, students are expected to participate **actively** in each class session, to come to class prepared to demonstrate and to discuss content of required course assignments, and to submit assignments on time. Each student should complete readings *prior* to the classroom experience and be prepared to *discuss, analyze, and critique* each reading. Please understand that in class you will be developing and applying practice skills that are discussed in your texts and readings. This is an opportunity for you to practice before applying skills you learn in this class in the field. Thus, professionalism grades are also assessed on students' *active* participation in classroom activities.

Family of Origin Paper (150 points):

Students will prepare a 5-8 page family of origin paper that identifies social, cultural or ethnic, and/or gender experiences in the family. It should discuss the potential impact these experiences have upon the student in working with families in treatment and identify areas for further development for the student's preparation as a professional. In addition, it should include a family genogram to facilitate further exploration of the family unit. See grading rubric for more information.

Family Practice Presentation (100 points):

Students will prepare a 10-15 minute presentation centering on a case study of a family in his/her practice setting. This class presentation should include: an assessment of the family system, the presenting problem or symptoms, a treatment plan that exemplifies a family therapy theory underpinning (to include goals and objectives), diagnostic information (where appropriate), a discussion of intervention techniques used in the course of treatment, and discussion concerning evaluation of techniques attempted. This

assignment is designed to mimic the social work task of staffing a case. See grading rubric for more information.

Family Intervention Video and Paper (200 points):
Students will prepare a video demonstrating his/her practice model in the intervention state. Although there is not a defined length, students should ensure that the video is thorough enough to demonstrate his/her family integration skills for the professor. All videos must be uploaded to a private channel on YouTube with a password and YouTube link pasted in your paper. It is advisable to check that link on a computer that is not your own with a YouTube password that is not yours. Please keep in mind that you may need to complete more than one video to get one suitable for this assignment. In addition, a 3 to 5 page written critique of the videotape should be posted to the Assignment Drop Box. See grading rubric for more information.

Online Assignments (40 points):
Students are expected to participate in class discussions, post blackboard discussion assignments (both as assigned and on time) to enjoy their learning and the learning of others. **You will notice that although there are 9 blackboard assignments you are only expected to do 8. Pick the week you do not want to complete sometime during the semester and inform the professor via posting on the assignment drop box the statement "This is my Skip Week".**

Evaluation and Grading

Course grading is based on the following criteria:

Assignment	Maximum Point Value
Professionalism	60 points
Family Origin Paper	150 points
Family Practice Presentation	100 points
Family Intervention Videotape	200 points
Online Assignments (8 @ 5 pts each)	40 points
TOTAL POINTS	**550 points**

Grades will be assigned based on the points the student receives versus (to include adjustment for attendance) the total points allotted for class. The following scale will be used to determine the accompanying letter grade:

Grading

100% – 90% (550 pts – 495pts)	A
89.9% – 80% (494.9pts – 440pts)	B
79.9% – 70% (439.9pts – 385pts)	C
69% and below (< 385pts)	F

Academic Support

Most of us find that we need some academic support and direction during our time at the university. WKU offers many resources that can help you be successful in this course. These are listed below.

Student Accessibility Resource Center
In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in DSU Room 1074 in the Downing Student Union. The phone number is 270-745-5004. Please do not request

accommodations directly from the professor or instructor without a letter of accommodation from the Student Accessibility Resource Center.

Writing Center Assistance
The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. WKU's writing tutors have been trained to provide helpful feedback to students at all phases of a writing project. They can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper for you. See instructions on the Writing Center website for making online or face-to-face appointments. Or call (270) 745-5719 during the Writing Center's operating hours (also listed on the website) for help scheduling an appointment.

Learning Assistance at WKU
The Alice Rowe Learning Assistance Center (LAC) is located on the South Campus, SC 238. This facility is open between MSW classes 12:30 – 1:30 for writing assistance, computer access or a quiet place to study.

Off Campus Library Support
The Extended Campus Library Services Office will copy citations and pull library books for students at extended campuses and send them through the mail. There is no cost to students (although you do have to pay to return the library books). WKU also has a courier service to extended campuses. For further information, go to the Extended Campus Library Support website. Turn-around time can be anywhere from a few days to two weeks, so plan ahead.

Policy
Students are expected to adhere to all policies contained with the MSW Handbook and the Code of Student Conduct at WKU Student Code of Conduct.

Professionalism
The 2017 NASW Code of Ethics is a guiding framework and source for identifying professional performance. Students are expected to practice in an ethical manner while in the classroom or completing assignments pertaining to this course in accordance with the MSW Student Handbook, WKU Student Code of Conduct and the NASW Code of Ethics. Behaviors especially under consideration are those related to professional practice, mental illness and/or substance use, illegal activity and classroom behavior. Concerns in any of these four circumstances will be documented in a Professional Concerns Form and referred for a Student Professional Concerns Review. Students are expected to understand the policy, in its entirety, found in the MSW Student Handbook.

Students are expected to behave professionally in the classroom, handling all information in a manner consistent with the ethic of confidentiality, and addressing all questions posited with respect and personal regard. This class involves some discussion of highly sensitive topics and there may be some personal disclosure, so students are expected to handle this in a professional manner. Conduct toward classmates, the instructor, and any guests should include a respect of, and allow for, differing opinions. Fulfilling these Professionalism and Performance Expectations will be reflected in the professionalism grade (Rubric posted on Bb).

Social Media
Privacy, confidentially and professional boundaries must be examined as professional social workers especially in the age of technology. Professional standards found in the NASW Code of Ethics must be strictly followed concerning social media. Students using social media sites are expected to use the highest privacy settings on their social media profiles, so field agency personnel and/or clients cannot access photographs and private information. Students are not permitted to link to or view the social media

profiles of clients or employees of the field placement agency. In the event that a student's social media profile or linkage is considered a poor professional practice or an ethical violation, the student issue will be documented in a Professional Concerns Form and referred for a Student Professional Concerns Review.

Plagiarism and Academic Dishonesty
Plagiarism and cheating are prohibited.   Academic dishonesty is prohibited by the MSW Handbook, the University Code of Student Conduct and is also counter to social work values and ethics included in the NASW Code of Ethics. Students are expected to be familiar with these policies and ethical guidelines and to follow them at all times. Any instances of academic dishonesty will mean a grade of "zero" for the assignment and/or course failure. Students should review the "Academic Offences" section of the WKU Student Handbook and the "Ethical Principles" and "Acknowledging Credit" sections of the NASW Code of Ethics (2017).

Students are expected to be familiar with university policies regarding plagiarism, cheating, and/or academic dishonesty (see the WKU Student Handbook.) ***These behaviors WILL result in a zero for the assignment/exam and/or failure for the course.*** If one uses direct quotes in papers, the quotes must have quotation marks around them and have the author, year, and page number cited. As well, all authors cited in the text must be properly cited on the reference page and the reference page should not have authors who are not cited in the text of the paper.

APA
Students are expected to use APA style (6th ed.) for writing, citing and listing references. Written assignments must be grammatically correct, typed, double-spaced, and display correct form. Students are expected to submit work that is written at the college level. Students are encouraged to make use university writing resources if needed. The social work profession involves a significant amount of writing (documentation); therefore, the instructor reserves the right to heavily penalize written work that is of poor quality. This is for **all course work to include papers, pamphlets, power points and online assignments. Online assignments must include in text references and full text at the end of the assignment just as all other written documents in this course.**

Attendance
Students are expected to participate in developing a positive learning environment with the desire to learn. Class participation is required and includes taking part in class discussions through active listening and/or verbal comments. Class discussion is a turn-taking activity; participation includes *not talking out-of-turn and not monopolizing the discussion*. Reading magazines, browsing on electronic devices, and whispering/talking to others is not appropriate in class.

Attendance is important to the overall spontaneous learning. Students may miss one class **for any reason** but must make up in class work missed. This includes missing class for inclement weather. Please use your best judgment in this matter if the school is open but roads may be hazardous in your area of the state. Appropriate professionalism points will be deducted but no changes to final grade for one miss. Students who miss more than one class period will note a 10% deduction from the final grade percentage for this class. **After missing a total of three classes, the student will automatically receive a grade of an F for this course.**

Assignment Completion
Students are expected to turn all assignments in on time. Assignments, which are late, will be reduced at a rate of 10% per day. Therefore, if you would have received 50 points on an assignment, which is three days late, the score is reduced by a total of 15 points. After one week, late assignments will no longer be accepted for credit but must be turned in to complete the course.

OTHER
The instructor reserves the right to make changes to the syllabus as needed with reasonable notice and accommodations for the students.

Bibliography

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Rubric for Family Practice Presentation

**SWRK 622: Family Practice Presentation** **C1:** Demonstrate Ethical and Professional Behavior**;** **C2:** Engage Diversity and Difference in Practice**;** **C4:** Engage in Practice Informed Research and Research Informed Practice; **C6:** Engage with Individuals, Families, Groups, Organizations and Communities **C7:** Assess Individuals, Families, Groups, Organizations, and Communities**;** **C8:** Intervene with Individuals, Families, Groups, Organizations, and Communities, **C9:** Evaluate Practice with Individuals, Families, Groups, Organizations and Communities
	_____ **Timeliness (10% deducted for each day late)**
Dimension	**1** **Beginning**	**2** **Developing**	**3** **Marginal**	**4** **Proficient**	**5** **Exemplary**	**Score/** **Comments**
	_Note to Instructor:_ C7: Assess Individuals, Families, Groups, Organizations, Communities
Treatment Plan	Does not include a treatment plan; OR includes a treatment plan that does not include ANY of the components listed under "exemplary" category	Includes a treatment plan; BUT is missing 4-5 of the 6 components listed under "exemplary" category	Includes a treatment plan; BUT is missing 3 of the 6 components listed under "exemplary" category	Includes a treatment plan; BUT is missing 1-2 of the 6 components listed under "exemplary" category	Treatment plan follows the format on page 371 of the Hepworth et al. text Treatment plan includes one (1) area of concern Treatment plan includes two (2) short-term goals/objectives that flow from the assessment Treatment plan includes two (2) tasks for each short-term goal/objective that flow from the goals Treatment plan includes one (1) long-term goal Treatment plan includes the treatment frequency, duration, modality that is realistic	_____ Score earned <mark>X</mark> 2 _____ Score earned

Note to Instructor:	**C6**: Engage with Individuals, Families, Groups, Organizations and Communities					
Case Study Overview	Does not include a case overview OR is missing 7-8 components of the 8 listed under the "exemplary" category	Includes case overview; BUT is missing 5-6 components of the 8 listed under the "exemplary" category	Includes case overview; BUT is missing 3-4 components of the 8 listed under the "exemplary" category	Includes case overview; BUT is missing 1-2 components of the 8 listed under the "exemplary" category	Targets presenting problem that brings client system to attention of social worker Describes family system Provides medical/psychiatric history Provides system's strengths Addresses risk and protective factors Reviews psychosocial stressors Discusses client system's connection to spirituality Targets rural components important for case analysis	____ Score earned X 4 ____ Score earned
Note to Instructor:	**C4**: Engage in Practice Informed Research and Research Informed Practice					
Theory Exploration	Does not address paradigm, theory, model for case OR discusses paradigm, theory and model that are irrelevant to case needs	Includes a discussion of paradigm, theory and model BUT is missing 3 of the 4 components listed under "exemplary" category	Includes a discussion of paradigm, theory model and intervention, BUT is missing 2 of the 4 components listed under "exemplary" category	Includes a discussion of paradigm, theory model and intervention, BUT is missing 1 of the 4 components listed under "exemplary" category	Paradigm is targeted that is appropriate for the case presented Theoretical underpinnings are explored that are appropriate for case and line up with paradigm and model Model is identified that is appropriate for case and matches the theory and paradigm Links paradigm, theory and model to intervention strategies	____ Score earned X 6 ____ Score earned

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Note to Instructor:	**C8:** Intervene with Individuals, Families, Groups, Organizations					
Intervention Techniques	Does not address intervention techniques	Includes a discussion of intervention techniques BUT is missing 3 components listed under "exemplary" category	Includes a discussion of intervention techniques BUT is missing 2 components listed under "exemplary" category	Includes a discussion of intervention techniques BUT is missing 1 components listed under "exemplary" category	Identifies Specific intervention techniques Analyze why this intervention techniques is appropriate for the model of therapy Considers the linkages to model, theory and paradigm Proposes ways this intervention was the best fit for client system issue	_____ Score earned **X 3** _____ Score earned
Note to Instructor:	**C9:** Evaluate Practice with Individuals, Families, Groups, Organizations and Communities					
Evaluation	Does not discuss the evaluation process	Includes an evaluation plan; BUT is missing 3 of the components listed under "exemplary" category	Includes an evaluation plan; BUT is missing 2 of the components listed under "exemplary" category	Includes an evaluation plan; BUT is missing 1 components listed under "exemplary" category	Includes the evaluation plan Discusses pros/cons of this evaluation plan Addresses appropriate data summary for evaluation Provides overall case history summary	_____ Score earned **X 2** _____ Score earned

Note to Instructor:	C1: Demonstrate Ethical and Professional Behavior					
Presentation Skills	Presentation is missing 4 of the components under the "exemplary" category Or handout has 10 or more grammatical, spelling, punctuation, and/or APA errors	Presentation is missing 3 of the components under the "exemplary" category Or handout has 7-9 grammatical, spelling, punctuation, and/or APA errors	Presentation is missing 2 of the components under the "exemplary" category Or handout has 4-6 grammatical, spelling, punctuation, and/or APA errors	Presentation is missing 1 of the components under the "exemplary" category Or handout has 1-3 grammatical, spelling, punctuation, and/or APA errors	Handout/presentation is written in APA 6th ed. Format (title page, headers, references) Handout/presentation has no grammatical errors Paper has no spelling errors Presentation is the set time limit Dressed appropriately for professional presentation Engaging communication style	_____ Score earned
Introduction & Conclusion	Does not include an introduction or conclusion; OR includes an introduction and conclusion that does not include ANY of the components listed under the "exemplary" category	Includes an introduction AND conclusion; BUT is missing 3 of the 4 components listed under "exemplary" category	Includes an introduction AND conclusion; BUT is missing 2 of the 4 components listed under "exemplary" category	Includes an introduction AND conclusion; BUT is missing 1 of the 4 components listed under "exemplary" category	Introduction includes the purpose of the paper Introduction includes an advanced organizer outlining what will be discussed in the paper Conclusion restates the purpose and what was discussed in the paper Conclusion highlights important details and plan for client moving forward	_____ Score earned **X 2** _____ Score earned