

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> SOWK 483		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>															
<b>Course Full Title:</b> Social Work Practice with Families <b>Course Short Title:</b> <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
<b>Faculty:</b> Faculty of Professional Studies		<b>Department (or program if no department):</b> School of Social Work and Human Services															
<b>Calendar Description:</b> Introduction of core concepts and skills necessary for social work practice with families, including critically reflecting on how past family experiences influence their work. Students will apply skills of engagement, assessment, and evaluation within a range of diverse family systems.																	
<b>Prerequisites (or NONE):</b>		SOWK 300 or admission to the Master of Social Work.															
<b>Corequisites (if applicable, or NONE):</b>																	
<b>Pre/corequisites (if applicable, or NONE):</b>																	
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: <b>SSSW 483</b> Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Special Topics</b> <i>(Double-click on boxes to select.)</i> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>															
		<b>Independent Study</b> If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit															
		<b>Transfer Credit</b> Transfer credit already exists: <i>(See <a href="#">bctransferguide.ca</a>.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Submit outline for (re)articulation: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>															
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>45</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar hours	45	Tutorials/workshops		Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities		Other contact hours:		<b>Total hours</b>	<b>45</b>	<b>Grading System</b> <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit	
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		<b>Maximum enrolment (for information only):</b> 24 <b>Expected Frequency of Course Offerings:</b> <i>Annually (Every semester, Fall only, annually, etc.)</i>															
<b>Department / Program Head or Director:</b> Margaret Coombes		<b>Date approved:</b> June 14, 2019															
<b>Faculty Council approval</b>		<b>Date approved:</b> October 11, 2019															
<b>Dean/Associate VP:</b> Tracy Ryder Glass		<b>Date approved:</b> October 11, 2019															
<b>Campus-Wide Consultation (CWC)</b>		<b>Date of posting:</b> January 17, 2020															
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> January 31, 2020															

**Learning Outcomes:**

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

- Compare and contrast the relationship between current and historical underpinnings of family practice in social work
- Conceptualize and apply professional practice modalities in a range of settings (for example, child welfare)
- Critically analyze the connections between the student's value systems and values underlying different practice modalities
- Apply a range of practice approaches in working with diverse family systems (for example, the influence of colonization, residential schools, Francophone realities and so forth)
- Critique different theoretical approaches and identify one's own developing model for family practice, including engagement, assessment, intervention, mediation, advocacy, and evaluation
- Demonstrate the importance of collaborative practice with other professionals
- Critically analyze ethical issues within the context of family practice
- Explain the role of family as it influences identity formation
- Demonstrate the foundational skills specific to social work with families

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

Lectures, large and small group discussions, experiential exercises, video clips, guest speakers, student presentations.

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

**Typical Text(s) and Resource Materials** (*If more space is required, download Supplemental Texts and Resource Materials form.*)

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Kilpatrick, Allie, C. & Holland, Thomas, P.	Working with Families: An Integrated Model by Level of Need, 5th ed.	<input checked="" type="checkbox"/>	Toronto: Allyn & Bacon.	
2.	Thomlinson, Barbara.	Family Assessment Handbook: An Introductory Practice Guide to Family Assessment . 3rd ed	<input checked="" type="checkbox"/>	Pacific Grove, CA.: Brooks/Cole	
3.			<input type="checkbox"/>		
4.			<input type="checkbox"/>		
5.			<input type="checkbox"/>		

**Required Additional Supplies and Materials** (*Software, hardware, tools, specialized clothing, etc.*)

n/a

**Typical Evaluation Methods and Weighting**

Final exam:	%	Assignments:	100%	Field experience:	%	Portfolio:	%
Midterm exam:	%	Project:	%	Practicum:	%	Other:	%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

**Details (if necessary):****Typical Course Content and Topics**

Working with families: personal and historical overview  
 Collaborative family practice  
 Levels of need/ecological systems  
 Family Systems – major concepts and critiques  
 Models and basic concepts, theory in family-practice  
 Facilitating a Genogram and other clinical methods,  
 Family relationships – bonding and attachment  
 Trauma and families  
 Family structure grief, loss, and resilience in families  
 Family attachment and relationships  
 Impact of Residential schools  
 Families in the context of child welfare