Advanced Social Work Practice with Children and Families

CALENDAR DESCRIPTION:
This advanced practice course will provide an in-depth understanding of the theory and practice of family therapy. Students will learn the different models of family therapy and their history and theoretical assumptions, as well as the practice of conducting assessments and interventions, and evaluating intervention with families. A variety of approaches will be utilized to demonstrate different family therapeutic styles, such as role-plays, discussion of case-study interventions, and when available, videos and film. Students will also critically examine the strengths and weaknesses of various family theories and therapeutic techniques, the role of the social worker with families, and the cultural perspective of the client family. The family therapy approach will be critiqued using feminist, ethical, and anti-oppressive frameworks.

PREREQUISITES: Admission to the MSW program
COREQUISITES: None

TOTAL HOURS PER TERM: 45
* STRUCTURE OF HOURS
  Lectures: 15
  Seminar: 30

MAXIMUM ENROLLMENT: 24
EXPECTED FREQUENCY OF COURSE OFFERINGS: On a yearly basis

AUTHORIZATION SIGNATURES:
Course Designer(s): Leah Douglas  MSW, RSW, PhD
GPC Chair: John Hogg
Dean: Rosetta Khalideen
GSC Chair: Yvon Dandurand
GSC Approval in Principle Date: GSC Final Approval Date: August 27, 2009

COURSE IMPLEMENTATION DATE: September 1, 2010
COURSE REVISED IMPLEMENTATION DATE: August 2013
COURSE TO BE REVIEWED (4 years after approval): August 2013
COURSE NAME/NUMBER  SOWK 783  
Advanced Social Work Practice with Children and Families

COURSE OBJECTIVE - The overall purpose / rationale for this course is:
To build on basic principles of intervention with families and children, and to offer an in-depth look at the integration of theory and family centred practice. Emphasis is placed on examining substantive issues such as divorce, developmental issues, attachment and loss, sexual exploitation, and poverty. Using systemic, feminist, and structural perspectives, students will focus on working with families from diverse cultures and ethnic backgrounds.

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

- Examine the historical underpinnings of family-centred advanced practice in social work;
- Demonstrate critical analysis skills involving a comparison of the student’s value system to those values underlying different practice modalities;
- Articulate a conceptual and operational understanding of the theory and advanced practice of family-centred work;
- Demonstrate the practitioner’s use of self and its influence in a family-centred practice;
- Analyze how issues of diversity in family dynamics, culture, gender, sexuality, age, family need levels, life styles and types of interventions influence one another;
- Integrate diverse theoretical approaches and articulate a critical perspective on family-centred models of intervention;
- Demonstrate the importance of collaborative work with other professionals as part of team work;
- Become aware of potential gender bias in family-centred models of intervention and develop an understanding of feminist criticism of the theory underlying some family-centred models;
- Critically analyze a range of Social Work/Human Services Work value and ethical issues related to family-centred practice and theory.

* METHODS:
Lectures, large and small group discussions, experiential exercises, video clips (when appropriate), guest speakers (as needed), and student presentations.

* COURSE CONTENT:
- Introductions, review syllabus and course outline, ensuring understanding of families from a systems approach
- Historical overview of family systems model
- Lessons from early models, systems anxiety and stages of family counseling-assessment
- Genograms as a method of uniting the family and building a sense of healthy pride
- Family Assessment – what makes for a good family assessment?
- Strategic approach – the early communication model. What is structural family therapy?
- What is experiential family therapy? Cognitive-behavioural approach to families
- Postmodernism & the social constructivist paradigm, feminist approach to families, developing a self in context
- Women’s changing life cycle roles, theoretical formulations of the solution-focused approach
- Pros & cons of Bowen’s concept of differentiation of self, emotional reactivity, narrative theoretical formulations
- Critiques of family work approaches – feminist views of working with families
- Family group conferencing & group decision making - First Nation’s views of working with families
**STUDENT EVALUATION:**

Assignment #1 - Personal Genogram   (Value: 20%)
Assignment #2 - Term Paper: developing & applying your family-centered model of assessment & practice to a case  (Value 30%)
Assignment #3 - Student Group presentations of family practice situations   (Value: 10%)
Assignment #4 - Critical reflection paper   (Value: 20%)
Assignment #5 - Final Exam  (Value: 20%)

**TEXTBOOKS, REFERENCES, MATERIALS:**


Instructor developed course pack, including the following:


**SUPPORT MATERIALS:**


Goldner, V. (1985a). Warning: Family therapy may be hazardous to your health. Family Therapy Networker, 9(6), 19-23.


PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):
Credit can be awarded for this course through PLAR (Please check:)   ☒ YES ☐ NO

* If YES specify how:
Through a portfolio presentation, examination and/or oral interview as per UFV PLAR policies and the School's requirements.

* These sections are subject to change at the discretion of the department and the content will vary.