Graduate Studies

OFFICIAL COURSE OUTLINE INFORMATION

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<thead>
<tr>
<th>FACULTY/DEPARTMENT:</th>
<th>SCHOOL OF SOCIAL WORK</th>
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<tr>
<td>SOWK 783</td>
<td>N/A</td>
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<tr>
<td>COURSE NAME/NUMBER</td>
<td>FORMER COURSE NUMBER</td>
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<td>Advanced Social Work Practice with Children and Families</td>
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<td>UFV CREDITS</td>
<td>3</td>
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**COURSE DESCRIPTIVE TITLE**

**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 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, including Indigenous orientations. The family therapy approach will be critiqued using multiple theoretical 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:** Every 2 years, based on MSW Cohort model

**AUTHORIZATION SIGNATURES:**

Course Designer(s):
Margaret Coombes, PhD
John Hogg, MSW, RSW

GPC Chair:
John Hogg, MSW, RSW

Dean:

GSC Chair:
Rosetta Khalideen, PhD
Adrienne Chan, PhD

GSC Approval in Principle Date: GSC Final Approval Date: January 23, 2014

**COURSE IMPLEMENTATION DATE:** September 1, 2011

**COURSE REVISED IMPLEMENTATION DATE:** January 2015

**COURSE TO BE REVIEWED (4 years after approval):** January 2018
COURSE OBJECTIVE - The overall purpose / rationale for this course is:

To build on 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 a range of theoretical perspectives, such as systemic, feminist, and structural approaches, 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 issues of diversity in family dynamics, with attention to Indigenous perspectives culture, gender, sexuality, age, and lifestyles;
- 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;
- Critically examine 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 values and ethics related to family-centred practice and theories

* METHODS:

This is an online course, with a face to face component.

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, ensure 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 and ecomaps as a method of uniting the family and building a sense of healthy pride
- Indigenous and diverse views of working with families
- Family assessment
- Structural and strategic approaches
- Experiential and cognitive-behavioural treatment approaches to children and families
- Postmodern approaches to understanding families
- Critiques of family therapeutic approaches
- Family group conferencing and group decision making

* 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:


**PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

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

* If YES specify how:

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