

ADVANCED SOCIAL WORK PRACTICE WITH COUPLES, FAMILIES, & GROUPS

Social Work 660

Minnesota State University, Mankato,

Department of Social Work

PRUPOSE OF THE COURSE

This course provides students with advanced generalist theories, knowledge, values, and skills for evidence-based direct practice with couples, families, and treatment groups. Students develop, analyze, integrate and apply advanced knowledge and skills in the comprehensive assessment and the differential application of treatment approaches and intervention strategies in social work practice at the micro level with couples and families and at the mezzo level with treatment groups. This course presents a framework for comparing, contrasting, and differentially applying these models to direct practice with diverse populations and in a variety of field settings, with particular emphasis on practice in a rural and small community context.

COURSE OBJECTIVES

- 1) Demonstrate the ability to analyze and integrate theories and empirical research knowledge in selecting and using intervention strategies at the micro level with couples and families and at the mezzo level with treatment groups (MSW 1.3, 1.8C, 2.2).
- 2) Integrate and demonstrate the differential application of procedures, techniques, and methods of intervention that reflect best practices for direct practice with couples, families, and treatment groups in a variety of practice settings and with diverse populations, with an emphasis on practice in small and rural communities (MSW 1.4, 1.5, 1.8C, 2.4C).
- 3) Identify and analyze ethical issues related to the selection and application of intervention approaches in advanced generalist social work practice with couples, families and treatment groups, emphasizing issues common to small and rural communities (MSW 1.1, 2.3, 2.4C).
- 4) Demonstrate the ability to select theories, models, and interventions and then critically evaluate and analyze these approaches as to their effectiveness in given situations. This includes: (a) the adequacy of the research and knowledge base; (b) the range of applicability; and (c) the value and ethical issues, including the student's own value system (MSW 1.1, 1.4, 1.8C).

COURSE REQUIREMENTS

Couple/Family Treatment Model Demonstration/Presentation. Students will work in small groups to research a treatment model for use with couples or family systems. Students will: 1) conduct a review of the literature of the treatment model, including application of the treatment model, and develop an annotated bibliography, 2) select and disseminate a seminal

reading and the annotated bibliography for class review and discussion, 3) develop a set of discussion questions, 4) develop a PowerPoint presentation on the model, including a demonstration, and 5) facilitate a class discussion. Student will have approximately 60 minutes.

Couple/Family Case Application Paper (Designated Assessment Assignment L.O. 1.8C & 2.5C).

Students will write a 12 - 15 page paper applying the stages of practice to a couple or family that they have selected to interview. This paper should include:

1. A succinct biopsychosocial formulation of the client system with all information relevant to problem formulation.
2. Describe the social support systems and relevant environmental issues, including impact of rural context.
3. Using a framework discussed in the course, identify factors at the personal, familial, cultural, and institutional levels that contribute to the problem.
4. Consider whether or not racism and/or other forms of oppression are important to an understanding of this client /situation and the ways that a social justice perspective informs your thinking. Identify cultural meanings that you and your client do and do not share and indicate ways that these issues have been or could become relevant in your work. Identify relevant ethical issues, including ethical issues pertaining to rural social work practice, and show how you plan to address these.
5. Develop an intervention appropriate for the selected system using evidence-based treatment models, including goals and outcome-based objectives, reflecting best practice in rural community context.
6. Provide a rationale for your choice of goals, objectives and treatment modality(ies).
7. Specify how you would monitor progress and measure achievement of outcome-based objectives.

Group Simulation Exercise & Demonstration. Students will work in groups to research a treatment model for use with groups. In this exercise/demonstration student groups will facilitate a treatment group with the remaining students acting act clients. Student groups will be responsible for teaching the class about the selected treatment model as it applies to groups and demonstrating the application of the selected treatment model in a group simulation exercise with the class. Additionally, each group member will have to submit a 3-5 page reflection on their group's process. Students will have approximately half of the allotted classroom time.

SOWK 660 COURSE SCHEDULE

Week1

Topic: Introduction to course, review of syllabus, and group project assignments

Week 2

Topic: Historical context of couples and families, Cultural and ethical implications with couples and families

Week 3

Topic: Cultural and ethical implications with couples and families, Functional and Dysfunctional Couples and Families

Week 4

Topic: Functional and Dysfunctional Couples and Families

Week 5

Topic: Functional and Dysfunctional Couples and Families, Couple and Family Assessment/Evaluation

Week 6

Topic: Couple and Family Assessment/Evaluation

Week 7

Topic: Couple and Family Treatment

Week 8

Topic: Couple and Family Treatment

Week 9

Spring Break

Week 10

Topic: Groups and Group Processes

Week 11

Topic: Introduction to group work and group process

Week 12

Topic: Group Formation and Development, Integration and Application

Week 13

Topic: Group Theories and Models

Week 14

Topic: Group Theories and Models

Week 15

Topic: Group Theories and Models

Week 16

Topic: Group Theories and Models