



SWK-S 633 Child Welfare Practice II: Working with Diverse & Transitional Families (3 cr.)

Course Information

Semester Year: XXXXX
Section Number: XXXXX
Location: XXXXX
Day: XXXXX
Time: XXXXX

Instructor: XXXXX XXXXXXXXXXXX
Office: XXXX
Email: XXXX
Phone: XXXX
Office Hours: XXXX

Course Description

This course provides a theoretical and evidence-based perspective on working with families at risk while encouraging strength and resilience. Content will include assessment of and interventions for various types of family issues that can lead to trauma such as substance abuse, family violence, grief and loss, and medical and developmental disabilities. This course will also explore various types of families involved with children and youth in the child welfare system (kinship, foster, adoptive, and intact but at risk families). Emphasis will be on strengths-based and family-centered approaches to ethical social work practice and will include skill development for intervention and evaluation of practice. Special emphasis will include diverse family formations such as single parent families and LGBTQ families. This course will utilize lecture, discussion, and case-based approaches to learning and special family types will be integrated using this case-based strategy.

Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course specifically with FAMILIES.

Primary

- 7: Assess Individuals, Families, Groups, Organizations, and Communities
 Apply social work perspectives, theories, and models to guide assessments with children, youth, families.
 Assess clients' strengths, protective and risk factors, and needs.
- 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
 Apply social work perspectives, theories, and models to guide interventions with children, youth, and families.
 Collaboratively develop goals/objectives with children, youth, and families.
 Select and implement empirically-based intervention strategies for children, youth, families.
 Facilitate transitions and endings in working with children, youth, families.

Secondary

- 1: Demonstrate Ethical and Professional Behavior



Establish and maintain professional roles and boundaries with multiple constituencies in children, youth and families practice (e.g. using discretion in speaking with clients and professional colleagues, appropriate self-disclosure, dual relationships, as well as writing, speaking and dressing in a professional manner).

Integrate constructive feedback to enhance practice with children, youth, families, groups, organizations, communities and professional colleagues.

Demonstrate communication skills and strategies in practicing with children, youth, families, groups, organizations and/or communities.

Critically analyze practice situations and apply the NASW Code of Ethics, relevant laws/regulations, and models for ethical decision-making to address ethical dilemmas with children, youth and families' needs for promoting child safety, permanency and well-being.

- 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Apply social work perspectives, theories, and models to guide engagement with children, youth, families, groups, organizations, and communities.

Establish meaningful, culturally sensitive and relevant professional relationships with children, youth, families, groups, organizations, and communities.

Course Objectives

- 633-01:** Apply the essentials of family-centered case practice with families including an understanding of trauma, risk and resilience in family systems, the family in the environment, and concepts of family empowerment, recognizing the need for sensitivity to cultural diversity and special populations, such as families of color, foster families, adoptive families, kinship care, and same sex families.
- 633-02:** Integrate the issues of trauma, risk and resilience, separation and loss into the planning process with families.
- 633-03:** Assess and intervene with families using research-informed interventions with multiple family types.
- 633-04:** Synthesize the principles of family preservation and the importance of permanency planning.
- 633-05:** Analyze the ethical and values base of several models of family-centered interventions in family practice.
- 633-06:** Evaluate and assess service needs to meet the needs of families with special groups of children, including children with physical or mental challenges and gay, lesbian, bisexual, transgendered and questioning youth.
- 633-07:** Critically reflect on self as a professional social worker working with families at risk.

Required Readings

Konrad, S. C. (2013). *Child and family practice: A relational perspective*. Chicago: Lyceum Books, Inc. ISBN: 978-1-933478-44-9



Saxe, G.N., Ellis, B.H., & Brown, A. D. (2015), *Collaborative treatment of traumatized children and teens: The trauma systems therapy approach* 2nd ed. New York: Guilford Press.

Van Hook, M. P. (2014). *Social work practice with families: A resiliency-based approach*. Chicago: Lyceum Books, Inc. ISBN: 978-1-935871-30-9

Course Content

This course builds on practice skills and includes specific training in structural family therapy. In addition, this course builds on a trauma-responsive framework to include interventions for families in which trauma has occurred. Students learn to complete a family assessment and treatment plan including evidence-based treatments for families in trauma. The specific issues of domestic violence, grief and loss, mental illness, and foster and adoptive families are included in this course content. Students will be required to complete a comprehensive family assessment and treatment plan based on a family with whom they are working in their field practicum. This course also includes a final examination.

Be mindful that academic and experiential content in social work courses may trigger an emotional response, especially in individuals who have prior trauma history. As social workers, it is our responsibility to be present for clients who have experienced trauma; therefore, it is necessary to cultivate compassionate self-awareness and address our personal histories in a timely manner for competent social work practice. If you are triggered in the classroom, your priority is self-care as well as continuing to gain knowledge for practice. You may need to seek consultation from faculty as to your readiness for practice and/or how to better prepare for social work practice.

Course Outline

Module 1: Overview of course

Date

Overview

Typical family development and influence of culture

Assignments

- Readings: VanHook: Chapters 1 and 4 and Konrad: Chapter 1
- Handouts
- *Assignment to be handed in on 8/28*: Counts as a quiz grade-Sign up for a free NCTSN.org account at [National Child Traumatic Stress Network](https://www.nctsn.org/)
- Then complete this training, take the assessment, and print the certificate [Evaluating families Impacted by Trauma](#)

Module 2: Structural Family Assessment

Rules, roles, power, boundaries, and the importance of intergenerational ties

Date

Overview

- Genograms
- Ecomaps



- Culturagrams
- Social support network

Readings/View

- VanHook: Chapters 2 and 3 and Konrad: Chapter 6
- Handouts
- In class: View Harry Aponte video-working with a family

Assignment

Write a reflection about your assessment of the family in the Aponte video with regard to roles, rules, boundaries, and power. How does Mr. Aponte handle each of these in the session? Upload to Canvas by Thursday 8/31 (counts as a quiz grade).

[Aponte family assessment video](#)

Post interview:

[Aponte family video for post-interview](#)

Due

Certificate

Labor day holiday

Week 3: Trauma framework for assessment and intervention for families

Date

Readings

- Saxe: Chapters 9 and 10

Assignment

Make sure you have chosen the family about which you will complete the major project for this class. Start your family assessment of this family.

Module 4: Strategies for family preservation

Date

Reading

- VanHook, Chapter 10, pages 153-164; Appendix-Family Preservation Models
- [Issue Brief: In-Home Services in Child Welfare](#)

Module 5: Intervention Strategies: Family Centered Treatment

Date

Overview

- Guest speaker: Stephanie Glickman

Readings

- VanHook: Chapters 7, 8 ;
- Review online to prepare for guest speaker: [Family Centered treatment website](#)



Due

Family Assessment narrative including genogram, ecomap, culturagram, and timeline.

Module 6: Intervention Strategies

Parenting children who have been traumatized and preventing placement disruptions (Managing emotional and behavioral dysregulation)

Date

Overview

- Birthparents
- Foster Parents
- Kin Families

Readings/view

- [Coping with Difficult Behavior Facilitator's Guide](#)
- [Generating Signals of Safety Facilitator's Guide](#)
- [The Foster Parent Resource Guide](#)
- [Managing Emotions Guide](#)
- Managing impulsivity: [Managing Impulsivity video](#)
- TFCBT for children affected by sexual abuse or trauma (a review of your online training): [Issue Brief: TFCBT for Children Affected by Sexual Abuse or Trauma](#)

Module 7: Working with families: Alternatives for Families

Date

Overview

- [Issue Brief: Alternatives for Families: A Cognitive-Behavioral Therapy](#)
- Grief and loss
- Developmental and physical disabilities

Readings

- Konrad: Chapters 9 and 11
- Gottfried, Michael A.; McGene, Juliana. The spillover effects of having a sibling with special education needs. *Journal of Educational Research*. May2013, Vol. 106 Issue 3, p197-215. 19p. 9 Charts. DOI: 10.1080/00220671.2012.667011. [Journal article from EbscoHost](#)
- Taanila, A., Syrjälä, L., Kokkonen, J., & Järvelin, M. (2002). Coping of parents with physically and/or intellectually disabled children. *Child: Care, Health & Development*, 28(1), 73-86. doi:10.1046/j.1365-2214.2002.00244.x [Journal article from EbscoHost](#)

Due

- Treatment Plan

Fall break-SELF CARE!!!! WOOHOO!!!!

Module 8: Working with families

Date



Overview

- Separation and Divorce
- Military separations
- Guest speaker: Major Steven Hyer, Ph.D., LCSW; US Air Force

Readings

- Konrad: Chapter 10
- Lester et al. (2011) Families overcoming under stress: Implementing family centered prevention for military families facing wartime deployments and combat operational stress. *Military Medicine*, 176,1,19-25. [Journal article from EbscoHost](#)

Module 9: Working with families

Date

Overview

- Mental illness
- Substance abuse

Readings

- VanHook-chapter 6
- Protecting children in families affected by substance abuse [Protecting Children in Families Affected by Substance Abuse PDF](#)
- Training toolkit for substance abuse and mental illness [National Center on Substance Abuse and Child Welfare](#)
- Online tutorial (free sign in) [National Center on Substance Abuse and Child Welfare](#)

Due

Training certificate

Module 10: Working with families

Date

Overview

- Domestic violence
- Childhood victimization
- Child maltreatment

Readings

- Child Protection in Families Experiencing Domestic Violence [Child Protection in Families Experiencing Domestic Violence PDF](#)
- A coordinated response to child abuse and neglect: Foundations for practice [Foundation for Practice PDF](#)

Module 11: Working with foster and kinship families

Date



Overview

- Supporting your LGBTQ youth
- Guest speaker, Marea Kinney, MSW

Reading

- [Supporting LGBTQ Youth Fact sheet](#)
- Working with kinship caregivers [Working with Kinship Caregivers Bulletin](#)

Module 12: Working with adoptive families

Date

Overview

- Guest speaker on Lifebooks: Miriam Carpenter, MSW

Readings

- Pierce, B. (2006) Birthmothers in Stolley, K.S and Bullough, V. L. (Eds.) *Multicultural Adoption Encyclopedia*, pp. 107-110. Westport, CT: Praeger Publishing.
- Pierce, B. (2006) Psychological Adjustment of Adult Adopted Persons in Stolley, K.S. and Bullough, V. L. (Eds.) *Multicultural Adoption Encyclopedia*, pp. 59-62. Westport, CT: Praeger Publishing

Module 13: Attachment and Object Relations: Bowen and intergenerational transmission

Date

Overview

- Strategies for family preservation

Readings

- Konrad: Chapter 3; VanHook: Chapters 11and 12

Due

- Literature Review, Intervention Plan, and Evaluation Plan

Final Examination Week

Final Examination

Assignments and Grading

Participation/professionalism.....	20 points
Quizzes	50 points (5 x10 points each)
Family assessment	100 points
Treatment Plan	50 points
Literature Review, Intervention & Evaluation Plans.....	200 points
Final examination.....	80 points
Total points	500



Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students' work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the "good," "the high quality," "the competent," or the "satisfactory." They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.

Grading scale

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]:

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality



B	83%	Good, High Quality (expected of most MSW students)
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality

Course Policies

Assignments

Students are expected to submit all assignments on time. If you need to extend a deadline you MUST speak to instructor prior to the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% for every day late. IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

Attendance and participation

Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day an assignment is due, you need to submit your assignment before the beginning of the class. Missing more than two of the scheduled classes will result in a letter-grade deduction for the course. Late arrivals and early departures will also lead to course point deductions. It is up to the instructor's discretion to decide the deduction points. If you miss five or more classes you will fail the course.