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2020

## Social Work Practice (SW4001) Syllabus

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**SW 4001**  
**No. 83341, 02**  
**Fall, 2020**

**Instructor: Michael Edwards**

**Office: SB302G**

**Phone: 909-357-3266**

**Office Hours: Mon. & Wed. 12:00 pm – 1:00 pm**

**Email and response policy:** Please note that I will return emails as promptly as possible; however, no later than 48 hours of receipt during a regular work week (Monday – Friday). I do not check or respond to email on weekends or holidays.

**Classroom and course meeting times:** Online – Monday & Wednesday 5:30 pm – 6:45 pm.

### **I. School of Social Work Mission**

CSUSB'S School of Social Work offers accessible, dynamic, and rigorous academic programs that prepare students with the professional values, knowledge and practice skills to effectively enhance the well-being of the diverse populations and communities of our region, state and world.

### **II. Course Catalogue Description**

Semester Prerequisite: SW 3002 and SW 3022. Quarter Prerequisite: SW 301  
Theories, models and skills for social work interventions with individuals and families using a generalist model of social work practice. Designed to run concurrently with the field placement education.

### **III. Course Overview and/or Rationale**

Course content includes:

- Basic interviewing techniques emphasizing active listening skills and beginning level empathic response,
- Knowledge of the purpose and methods of beginning level case management with individuals and families,
- The role of the BASW level worker in an agency, the use of referrals, consultation and supervision,
- Legal and ethical issues as they apply to work with individuals and families in an agency setting,
- An understanding of the generalist approach to social work practice with individuals and families,

- An understanding of the potential barriers to and windows of opportunity in the helping process based on client-worker differences and similarities, such as age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation in families,
- A beginning understanding of the professional use-of-self in social work practice with individuals and families,
- Course content on families also includes family dynamics and how the family impacts work with individuals who are part of a family system.

#### **IV. Student Learning Outcomes and EPAS Coverage**

<b>Competency</b>	<b>Assignment/Reading</b>	<b>Dimensions</b>
Competency 1: Demonstrate Ethical and Professional Behavior	Case Management Assignment Kirst-Ashman, Chapter 11, lecture and discussion, activities	Knowledge, Values, Cognitive and Affective Processes Skills Knowledge, Values, Cognitive and Affective Processes
Competency 2: Engage Diversity and Difference in Practice	Case Management Assignment	Knowledge, Cognitive and Affective Processes, Values, Skills
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Case Management Assignment	Knowledge, Values, Cognitive and Affective Practice, Skills
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Case Management Paper Kirst Ashman, Chapters 1, 5. Lecture and Discussion  Family Assessment Project, Family of Origin Paper, Lectures and Discussions	Knowledge, Values, Cognitive and Affective Processes, Skills Knowledge, Cognitive and Affective Processes
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Case Management Paper/ Project Kirst-Ashman, Chapters 5-6, Lecture, Discussions  Family Assessment Project, Family of Origin Paper, Lectures and Discussions	Knowledge, Values, Cognitive and Affective Processes, Skills Knowledge, Cognitive and Affective Processes, Values
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Case Management Assignment/ Paper Kirst-Ashman, Chapters 6-7, Lecture and Discussion	Knowledge, Values, Cognitive and Affective Processes, Skills Knowledge, Values, Cognitive and Affective Processes

	Family Assessment Project, Family of Origin Paper, Lectures and Discussions	
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Case Management Assignment/ Paper  Kirst-Ashman, Chapter 8, Lecture and Discussion	Knowledge, Values, Cognitive and Affective Processes, Skills Knowledge, Values, Cognitive and Affective Processes

**By the end of this course, students will be able to:**

1. Demonstrate an understanding of the generalist approach to social work practice with individuals and families.
  - a. Covered by readings and lectures week 4 – 9.
  - b. Assessed by Midterm and Case management paper.
  - c. EPAS competency 6 – 9.
3. Demonstrate an understanding of social work ethics and skill in applying the NASW Code of Ethics to ethical dilemmas found in social work practice with individuals.
  - a. Covered by readings and lectures week 2.
  - b. Assessed by Midterm and Final exam.
  - c. EPAS competency 1.
4. Demonstrate an understanding of the potential barriers and windows of opportunity in the helping process based on client-worker differences and similarities, such as age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, and sexual orientation. Included will be a discussion of possible cultural and structural barriers that people may encounter to accessing needed services.
  - a. Covered by readings and lectures week 3 and 15.
  - b. Assessed by Midterm and Family of Origin paper.
  - c. EPAS competency 2 and 3.
5. Identify the role of the agency in providing treatment and support services to individuals.
  - a. Covered by readings and lectures week 7.
  - b. Assessed by Midterm and Case management paper.
  - c. EPAS competency 3.
6. Develop an understanding of the purpose and need for supervision and consultation as a part of responsible social work practice.
  - a. Covered by readings and lectures week 5 and 12
  - b. Assessed by Midterm and Case management paper.
7. Develop a beginning understanding of the professional use-of-self in social work practice.

- a. Covered by readings and lectures week 1, 6 and 12.
  - b. Assessed by Midterm and Case management paper.
8. Develop a beginning understanding of the concept of research-based practice with individuals and families.
- a. Covered by readings and lectures week 1 – 15.
  - b. Assessed by Midterm and Case management paper.
9. Demonstrate a beginning level of knowledge and skill related to crisis intervention.
- a. Covered by readings and lectures week 7 and 8.
  - b. Assessed by Midterm and Case management paper.
  - c. EPAS competency 7 and 8.
10. Demonstrate an understanding of the purpose and methods of beginning level case management with individuals and families.
- a. Covered by readings and lectures week 5.
  - b. Assessed by Midterm and Case management paper.
  - c. EPAS competency 6 – 9.

## **V. Required Texts/Readings**

### **Texts:**

1. Empowerment Series: Understanding Generalist Practice, 8th Edition  
Karen K. Kirst-Ashman | Grafton H. Hull, Jr.

2. Brooks/Cole Empowerment Series: An Introduction to Family Social Work, 4th Edition  
Donald Collins | Cathleen Jordan | Heather Coleman

### **Additional Required Readings:**

Additional readings may be assigned to complement and enhance the course learning objectives and your professional development. Instructor will make these available to you at Blackboard and/or e-mail.

## **VI. Course Requirements and Expectations**

### **Attendance/Participation:**

Should any students have regular problems/difficulties with arriving (logging on) to class on time, or staying for the entire class session, they should advise me of this ASAP. Two to three late arrivals and/or early departures may add up to an additional absence, depending on how late/early you arrive to/depart from class.

**Absences and/or Late Arrivals:**

You may miss up to a maximum of 2 class sessions without affecting your grade. If you miss 3 or more sessions, you will receive an “F” grade for the course.

**Cellphone/computer Use:**

During the Fall 2020 semester, cellphone and/or computer use is a necessity, as all classes are being held online. Students must have access to devices with video and audio capabilities to participate in class.

**Late Submission of Assignments:**

Late assignments will not be accepted unless a student can present information regarding a documented emergency.

**VIII. Assignments and Grade Policy**

Breakdown of course assignments and points:

Assignment	%	Points
Case Management Assignment	30	30
Midterm	20	20
Family of Origin Paper	30	30
Final Exam	<b>20</b>	<b>20</b>
<b>Total</b>	<b>100%</b>	<b>100</b>

This course is based on a possible 100-point scale. The grading scale is as follows:

Percent	Letter grade
100-96	A Excellent
95-90	A- Very good
89-86	B+ Good
85-83	B Satisfactory
82-80	B- Poor
79-76	C+ Below course expectations
75-73	C Seriously below expectations
≤ 72	F Failed course

1. ***Assignments description: Case Management Assignment***

This assignment requires students to follow the first four steps in the generalist intervention model (GIM) and apply it to specific case vignettes.

***Assignment grading:*** Rubric will be provided via Blackboard.

## 2. *Assignment description: Family of Origin Paper*

The assignment consists of a personal family assessment using your own family of origin and an analysis of possible intervention avenues. Your paper is regarded as privileged information and the information will be kept confidential, unless the instructor requires consultation from another faculty member.

*Assignment grading:* Rubric will be provided via Blackboard.

### **Writing Coach: Writing Coach**

The School of Social Work has a writing coach especially for its students. Our coach, Francesca Astiazaran, will help you identify problems you might have with your writing and assist you in finding solutions. You can visit the writing coach at any stage in your writing: as early as brainstorming and/or understanding your prompt to the final stages of your paper (and, of course, everything in between). Francesca can meet with you on campus during her available hours, online (Via Google Hangouts), or by email. While she is not an editor and cannot simply go through your paper and "fix" things, she can help you with issues such as grammar, sentence structure, and word choice as well. All contact information for Francesca is at <http://socialwork.csusb.edu/tutor/index.htm>.

## **IX. University Policies**

### **Plagiarism and Cheating**

Students are expected to be familiar with the University's definition of and consequences for plagiarism and cheating (Under "Academic Regulations" in the [Bulletin of Courses](#)). Among the possible consequences for plagiarism and/or cheating is expulsion.

### **Support for Students with Disabilities**

The School of Social Work supports the University commitment to diversity and the Americans with Disabilities Act (ADA). Faculty will provide reasonable accommodations to any student with a disability who is registered with the Office of Services to Students with Disabilities that needs and requests accommodations as recommended by that office. If you are in need of an accommodation for a disability in order to participate in this class, please contact Services to Students with Disabilities at (909) 537-5238.

### **Cal State San Bernardino Statement of Commitment to Diversity Excerpt**

"In our commitment to the furthering of knowledge and fulfilling our educational mission, this campus seeks a climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds and we seek to include knowledge and values from many cultures in the curriculum and extra-curricular life of the campus community...Dimensions of diversity shall include, but are not limited to the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age". (From the CSU San Bernardino [University Diversity committee Statement of Commitment to Diversity](#), 2010)

## **Dropping and Adding**

It is the student's responsibility to ensure that they have enrolled in their classes, or officially dropped them if they do not intend to attend, by Census Date.

## **Emergency Event Procedures**

The CSUSB campus is typically a very safe place. However, unforeseen events can happen anywhere. The purpose of this section of the syllabus is to review different types of emergencies together to have a plan in mind. 911 can be called any time there is a need for an emergency response. The non-emergency phone number for campus police is 537-5165. (On campus phone the number is 75165). The campus escort service for company walking to your car is 909-537-5165.

If a class is canceled due to campus closing, please go to your course Blackboard site to see if there is an alternative assignment for that class session or for other updates.

The list below cannot cover every aspect of every possible situation, but it should cover some basics and provide some initial preparedness.

## **Emergency Preparedness Checklist for First Class Session Discussion**

- Building Alarm goes off (fire or other). Evacuate building calmly. Only use stairs. Proceed as a group to the grass area beyond Parking Lot M (in front of Visual Arts Building). Stay there until building Marshall (wearing reflective vest) indicates all clear. There may be no Marshall in the evening, so go to the grassy area beyond parking lot M and wait for instructions. If someone in your class cannot use the stairs, assist the person to the safest place in the building and inform the police/ fire department of their whereabouts so they can be safely evacuated. Please make sure you have familiarized yourself with where the nearest exit is, how to use stairs to get to the ground floor, and where Parking Lot M is.
- Earthquake. Building phones should sound alarm and give instructions, generally to duck under a desk, table, doorway to up against a wall. It is ok to hold on to a secure object. Make sure the door is open to your classroom if possible. Cover the back of your neck with your hands. Stay away from unsecured furniture. Once the shaking has stopped, proceed as quickly as possible to the stairs and evacuate. Do not use the elevators.
- Medical Emergency: Call 911 and report. Use any first aid available if trained.
- Dangerous person: Leave the area as soon as possible and let others know there is a dangerous person in the area. Call 911 and report.
- Shots fired/active shooter: Move away from the immediate path of danger, If possible, exit the building. Otherwise, SHELTER IN PLACE (definition below). Notify anyone you may encounter to avoid the location of gunshots. After evacuating the area of the shooting, seek shelter and stay there until emergency responders arrive and advise you what to do.
  - Definition of "Shelter in Place" and alternative safe locations. Go to the nearest room or office, close and lock the door. If the door has an interior lock, please lock, Turn off the lights. Seek protective cover. Stay away from doors and windows. Keep quiet and act as if no one is in the room. Do not answer the door. Wait for police to assist you out of the building. Call 911 from an on-campus phone. Faculty may suggest alternative safe locations.

- Identify who in the class has training in the following areas: CPR, other first aid, shots fired/active shooter training.
- Discuss helping mobility, hearing, or sight impaired classmates.
- Look at the following websites and bookmark on phone:
  - <http://riskmanagement.csusb.edu/emergencymanagement/preparednessReferenceGuide.html>
  - <http://www.bucks.edu/resources/security/activeshooterprotocol/>
  - <https://www.dhs.gov/options-consideration-active-shooter-preparedness-video>

## X. Course Calendar

***Subject to change with fair notice***

Week	Readings / Work / Assignments
Week 1	<p><b><i>Introductions</i></b></p> <ul style="list-style-type: none"> <li>○ Instructor/student introductions, students' expectations/goals for course, students' post-BASW plans</li> <li>○ Review Course Syllabus</li> </ul> <p><b><i>Compassion Fatigue / Burn Out</i></b></p> <ul style="list-style-type: none"> <li>○ <i>Definition</i></li> <li>○ <i>Signs and Symptoms</i></li> <li>○ <i>Context of Compassion Fatigue and Burn Out</i></li> <li>○ <i>Self-Assessment exercise</i></li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• <b><i>Kirst-Ashman, Chapter 11, "Values, Ethics and the Resolution of Ethical Dilemmas"</i></b> <ul style="list-style-type: none"> <li>○ <i>NASW Code of Ethics</i></li> <li>○ <i>Examples of ethical dilemmas</i></li> <li>○ <i>Models for resolving ethical dilemmas</i></li> <li>○ <i>Values and Ethics in Social Work Practice</i></li> </ul> </li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• <b><i>Labor Day, 9/7/20 – NO CLASS, UNIVERSITY CLOSED</i></b></li> <li>• <b><i>Kirst-Ashman, Chapter 12, "Culturally Competent Social Work Practice"</i></b> <ul style="list-style-type: none"> <li>○ <i>Additional readings may be posted at Blackboard or emailed by professor</i></li> </ul> </li> <li>• <b><i>Kirst-Ashman, Chapter 13, "Gender-Sensitive Social Work Practice"</i></b></li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• <b><i>Kirst-Ashman, Chapter 1, "Introducing Generalist Practice: The Generalist Intervention Model"</i></b> <ul style="list-style-type: none"> <li>○ <i>Alternate models / assessment theory exercises</i></li> </ul> </li> </ul>

Week 5	<ul style="list-style-type: none"> <li>• <b>Kirst-Ashman, Chapter 2, "Practice Skills for Working with Individuals"</b> <ul style="list-style-type: none"> <li>○ <i>Beginning Interviewing Skills exercise</i></li> </ul> </li> <li>• <b>Kirst-Ashman, Chap. 15, "Brokering and Case Management"</b></li> <li>• <b>Kirst-Ashman, Chapter 16, "Recording in Generalist Social Work Practice"</b></li> </ul>
Week 6	<p><b>Review for Midterm</b></p> <ul style="list-style-type: none"> <li>• <b>Kirst-Ashman, Chapter 5, "Engagement and Assessment in Generalist Practice"</b> <ul style="list-style-type: none"> <li>○ <i>Engagement</i></li> <li>○ <i>Assessment</i></li> <li>○ <i>Engagement &amp; Assessment exercises</i></li> <li>○ <i>Psychosocial assessment</i></li> </ul> </li> </ul> <p><b>Case Management Assignment - DUE WEDNESDAY IN BLACKBOARD by 11:59 pm</b></p>
Week 7	<ul style="list-style-type: none"> <li>• <b>Kirst-Ashman, Chapter 6, "Planning in Generalist Practice"</b></li> <li>• <b>Kirst-Ashman, Chap. 7, "Implementation Applications" (with diverse populations and client problems)</b> <ul style="list-style-type: none"> <li>○ <i>Crisis Intervention</i></li> <li>○ <i>Solution focused therapy</i></li> </ul> </li> </ul>
Week 8	<p style="text-align: center;"><b>----- MIDTERM EXAM ( Wednesday) -----</b></p> <ul style="list-style-type: none"> <li>• <b>Implementation (cont.) Kirst-Ashman, Chap. 7, "Implementation Applications" (with diverse populations and client problems)</b> <ul style="list-style-type: none"> <li>○ <i>Task Centered Therapy</i></li> </ul> </li> </ul>
Week 9	<ul style="list-style-type: none"> <li>• <b>Implementation (cont.) Kirst-Ashman, Chap. 7, "Implementation Applications" (with diverse populations and client problems)</b> <ul style="list-style-type: none"> <li>○ <i>Cognitive Behavioral Therapy</i></li> </ul> </li> <li>• <b>Kirst-Ashman, Chap. 8 "Evaluation, Termination, and Follow-up in Generalist Practice"</b></li> </ul>

	<p><b>SOCIAL WORK PRACTICE WITH FAMILIES</b></p>
Week 10	<ul style="list-style-type: none"> <li>• <i>Collins / Jordan / Coleman, Chapter 1, “The field of family social work”</i></li> <li>• <i>Collins / Jordan / Coleman, Chapter 2, “What is family?”</i></li> </ul>
Week 11	<ul style="list-style-type: none"> <li>• <i>Collins / Jordan / Coleman, Chapter 3 “Family Systems”</i></li> <li>• <i>Collins / Jordan / Coleman, Chapter 4 “Family development and the life cycle”</i></li> <li>• <i>Collins / Jordan / Coleman, Chapter 5 “Family strengths and resilience”</i></li> </ul>
Week 12	<ul style="list-style-type: none"> <li>• <b><i>Veterans Day, 11/11/20 – NO CLASS, UNIVERSITY CLOSED</i></b></li> <li>• <i>Collins / Jordan / Coleman, Chapter 6 “Practical aspects of family social work”</i></li> <li>• <i>Collins / Jordan / Coleman, Chapter 7 “The beginning phase”</i></li> </ul>
Week 13	<ul style="list-style-type: none"> <li>• <i>Collins / Jordan / Coleman, Chapter 8 “Qualitative family assessment”</i></li> <li>• <i>Collins / Jordan / Coleman, Chapter 9 “Quantitative family assessment”</i></li> <li>• <i>Collins / Jordan / Coleman, Chapter 10 “Family systems interventions”</i></li> <li>• <i>Collins / Jordan / Coleman, Chapter 11 “The intervention phase”</i></li> </ul> <p><b><i>Family of Origin Paper - DUE WEDNESDAY IN BLACKBOARD by 11:59 pm</i></b></p>
Week 14	<ul style="list-style-type: none"> <li>• <i>Chapter 12 “Interventions at the child and parental levels”</i></li> <li>• <i>Chapter 13 “Interventions with couples and gender-sensitive intervention”</i></li> </ul>
Week 15	<ul style="list-style-type: none"> <li>• <i>Interventions (Cont.) Chapter 13 “Interventions with couples and gender-sensitive intervention”</i></li> <li>• <i>Chapter 14 “The termination phase (and follow-up)”</i></li> </ul>
Week 16	<p><b><i>FINAL EXAM</i></b></p>

## XI. Course Assignment Detailed Instructions

### *Case Management Assignment*

Vignettes for this assignment will be provided to you via Blackboard. When writing your paper, address ALL of the following questions/considerations for each client in the vignette, otherwise your assignment will not receive full credit.

- The paper must be typed and double-spaced with a size 12 font, with one-inch page margins all around, and will be approximately 10 pages long. BUT, you need to be the judge about whether you covered all requested questions adequately and thoroughly.
- Use proper APA formatting.

#### **1. What might you do to effectively ENGAGE this client/system during your first contact, given what you know about them so far?**

- a. Anticipate and describe how you might go about engaging your clients,
- b. What verbal and non-verbal techniques you might use and give examples.
- c. Also remember the attentive listening skills,
- d. Three relationship-enhancing traits, etc. that we covered in class,
- e. Describe what you would say to him/her/them about your role,
- f. Confidentiality, limits to confidentiality,
- g. Informed consent, and
- h. What should they expect during this encounter (what is your purpose, what will you be doing with and for them, how much time you will have together, etc.) in order to minimize their anxiety, uneasiness, and to promote an optimally comfortable, trusting and pleasant encounter between yourself and your client(s).

#### **2. On what specific problem(s)/needs might your ASSESSMENT focus on for this client/system?**

- a. Who gets to decide which problems to work on, and
- b. which problems get/should be addressed first (of most dire importance)?
- c. How will you work with your client to arrive at a decision about what to work on, which problems to work on, etc.?
- d. Describe what you might say to check in with them about what you have found to be particularly problematic in their lives,
- e. Why do you believe certain problems deserve particular urgent action and why (your rationale), and
- f. Does a problem affect or potentially affect other problems or aspects of your client's life, e.g.,
  - i. unemployment,
  - ii. food,
  - iii. gas,
  - iv. heat, or
  - v. electricity,
- g. Do you see any safety or risk factors and why? If so...

- i. what are these safety/risk factors and what is your client at risk of?
- ii. Is there anything that causes concern that might require you to break confidentiality?
- iii. Defend your answer (whether “yes” or “no”) because your assessment should address safety/risk factors, but should also include justification for your supervisor.

**3. What should your PLAN for this client/system include?** Your case plan should mirror that which your intern placement utilizes. If a template is not utilized at your internship site, please answer the question using a SMART goal format.

- a. Be sure to address clients’/system's strengths, support system, resiliency, etc.
- b. Be sure to review the criteria for a good plan, e.g., client involvement, client decides which problems to address, which ones s/he finds most problematic in their life, what s/he would like to do about the problem, etc.
- c. If safety / risk issues were identified, what is the plan of action to address the concern(s)?
- d. What are your client(s) goals, objectives, and action steps required to implement this plan? Remember (SMART)!
- e. Please include **one** community based referral per client to address one or more service needs.

**4. How might you IMPLEMENT this plan with this client/system? For example, who is going to do what, when, why, how, with/by whom? (Action steps)**

- a. And, how would you MONITOR whether your service plan is being completed and/or if you may need to revise it?
- b. How will you know? What might you do, if necessary, to build monitoring into your above plan?

Remember, the more creative, proactive, informed, descriptive, and complete your answers, the higher the grade you can expect to be awarded.

*Assignment grading:* Rubric will be provided via Blackboard.

***Assignment description: Family of Origin Paper***

The assignment consists of a personal family assessment using your own family of origin and an analysis of possible intervention avenues. Your paper is regarded as privileged information and the information will be kept confidential, unless the instructor requires consultation from another faculty member.

- The paper must be typed and double-spaced with a size 12 font, with one-inch page margins all around, and will be approximately 10 pages long. BUT, you need to be the judge about whether you covered all requested questions adequately and thoroughly.
- Use and correctly cite five resources to write this paper, and use proper APA formatting and citations.

- A genogram must be included in your paper. Information about genograms can be found in your text and there is more information available to you online as well.
- Because you are writing about your own family of origin, with only your instructor as your audience, write in the first person. For example, you can say “my aunt” instead of “this writer’s aunt” or “the aunt.”
- Your family of origin is your **current family** or **the family in which you were raised**. You decide who your family was or is.
- Please pay attention to using correct grammar, spelling, punctuation, sentence and paragraph structure, and APA guidelines and citations.

### **Specific Instructions and How Your Paper Should Be Organized:**

- 1) Identifying Information:
  - a) Include a narrative (e.g., a bio-psycho-social-spiritual background story of your entire family). Include identification with or membership in one or more racial/ethnic/cultural/religious groups, their lifestyles, socioeconomic class, education, professions/jobs, oppressed group membership, members of at-risk population(s), where they have lived, grew up, etc.
  - b) Include a genogram (graphic representation of your family).
    - i) Genogram will include all family members (living or dead), typically three generations. Names, gender, ages, relationships, education, death (cause and date), chronic conditions, significant traumas, and other information significant to each individual, etc. according to accept genogram guidelines.
    - ii) Include other information that may be relevant: adoptions, pregnancies, separations, current locations, etc. Use general genograms instructions to guide this section.
- 2) Assessing the presenting problem/issues/dysfunction/goal
  - a) Nature of the problem/issue/dysfunction/goal.
    - i) When did it start, how bad/severe is it, and how long has it persisted?
    - ii) Is it correlated to any developmental events in any family members, traumas, crises, etc.?
    - iii) What has its impact been on family/functioning?
    - iv) What is each family member’s perception of the problem? (To what does each member attribute its cause, exacerbation, duration, severity, etc.?)
    - v) What are the problem’s implications for the family’s future functioning if not resolved, e.g., further exacerbation of the problem, will it eventually/likely affect other spheres of family functioning such as communication, weakened family bonds, etc.
    - vi) How willingness is each family member to receive outside, professional help?
      - (1) What types of outside help that may have already been used or not to be used, how helpful/successful those previous efforts were. What is different this time around that has prompted this family to seek help (again)?
    - vii) What are the expectations of each family member about resolving the problem? What results would each member like from this family counseling?
    - viii) What strengths does this family and each family member possesses in terms of being able to address the problem/etc. (Think strengths based practice,

and the numerous sources of strengths that clients and their environments may provide them)

- ix) Are there any scales/inventories available to assess the nature of this problem? If so, what scale/inventory might that be? (e.g., family communication, substance abuse scale, depression scale, etc. Please identify the scale by name and cite appropriately).
- 3) Family System
- a) Structures/boundaries
    - i) Roles (formal/informal) that each family member plays in your family, how satisfied are members about these roles and/or role changes?
    - ii) Support and expectations, who feels and/or receives support and who does not?
    - iii) Relationships: hierarchy, triangles, alliances, subsystems. How do any factions within your family help/hinder the family progress at this stage, as related to problem resolution?
    - iv) Power: Who holds it, is subjected to it, how is power expressed/exercised, and does power have any relation to the presenting problem/issue/dysfunction/goal?
    - v) External boundaries, loyalty to family, relationships with outsiders, particularly as related to this problem/etc.
  - b) Communication
    - i) How are thoughts, feelings, and conflicts expressed by each family member? Directly, indirectly, implicitly to some extent, do young adults or children have a say in family decision making? Do members avoid talking about problems, or do they openly discuss them whenever problems arise, or are they expressed passive-aggressively, etc.?
    - ii) Is there anything taboo in your family, and not openly/comfortably discussed or mentioned out of shame, embarrassment, etc.?
- 4) Your family through the life span
- i) What are the significant historical background/information/details that are at the center, perpetuation, exacerbation, etc. of this family problem/issue/dysfunction/goal? Is it a history of trauma, crisis, alcohol or other substance abuse, some type of abuse, poor communication or problem solving skills, etc.?
  - ii) Does this problem/issue/dysfunction/goal relate to developmental issues of a specific family member or members, e.g., somebody marrying and leaving the house, the birth of a child, death of a child or another family member, moving away from home to attend college, somebody becoming ill and needing caregiving from family members, etc.?
- 5) Select a model or theory of social work treatment that you find useful to help resolve the presenting problem/issue/dysfunction or reach its goal.
- a) Explain a bit about this theory (e.g., its key concepts/tenets, logic, purpose, strategies, etc.) and the rationale behind you choosing it to address your family's problem. Include a brief discussion of any pertinent diagnostic information only as it would be a consideration for selecting your particular theory/approach.

- b) How would the family problem/issue/dysfunction/goal be conceptualized using this theory/approach? Is the problem the result of distorted cognitions, attachment issues, communication problems, unresolved trauma, etc.?
  - c) How would you implement this theory/approach to help the family resolve their problem, e.g., What are the family therapist and the family members supposed to do to resolve the family problem?
  - d) What specific treatment techniques might be used in this model/theory that would be particularly helpful toward resolving the problem, and why do you think this?
- 6) Add any information that you have thought of to add clinical or theoretical richness and depth to your family of origin paper. For example, during the process of writing this paper, did you gain any new insights or epiphanies about anything related to the problem, its cause/origin, resolution, and/or the approach that you would use to work with your family, etc.?

*Assignment grading:* Rubric will be provided via Blackboard.

## **XII. Grading Rubrics**

Grading Rubrics will be distributed to students via Blackboard.