

## **Social Work 316**

### **Working with Families and Groups: Practice Course**

**Instructor:** TBD

#### **Required Texts**

Collins, D., Jordan, C., and Coleman, H. *An Introduction to Family Social Work (4rd edition)*. Brooks/Cole, 2010.

Delgado, M. *Social Work with Latinos; A Cultural Assets Paradigm*. Oxford U Press, 2007.

Toseland, R. and Rivas, R. 2005. *Introduction to Group Work Practice*, 5th Ed. Allyn and Bacon, 2005.

Hellman, J. *The World of Mexican Migrants: The Rock and the Hard Place*. NY: The New Press, 2008.

Mujeres Hispana en Acción, editors. *Searching for a New Horizon/Buscando un Nuevo Horizonte, 1<sup>st</sup> edition*.

Sexton Printing, 2002.

#### **Course Description**

This course develops student understanding and working knowledge of human behavior in families and in groups. The Mexican context of family and group work will be examined and uniquely Mexican models will be explored and discussed in relation to current family and group theory. Groups can be used to accomplish individual, family, organizational and/or community goals. Opportunities are provided in the classroom to practice the skills needed to be an effective member and facilitator. A four-week home stay with a Mexican family will provide an opportunity to learn about Mexican family structure through personal experience.

#### **Course Objectives**

Upon successful completion of the course, students will be able to accomplish the following objectives in the context of both Mexico and the U.S.:

1. Discuss the historical development of family and social group work.
2. Understand generalist social work practice and the strength-based empowerment, problem-solving model in terms of family and group intervention.
3. Understand the impact of the social environment on human diversity and its effect on family and group composition and behavior in the United States, Mexico, and selected countries in Latin America.
4. Express sensitivity to the needs of diverse populations in family and groups.
5. Discuss mutual aid systems based on the empowerment model.
6. Recognize one's strengths and limitations as a group member and facilitator.
7. Examine the NASW and International Code of Ethics and the Group Workers Code of Ethics.
8. Implement the generalist social work model of working with families and groups by identifying and or facilitating stages of family and group development.
9. Define issues, collect and assess data, plan, contract, identify alternative interventions, select and implement appropriate courses of action, monitor and document outcomes, and terminate the group process with families and groups.
10. Develop collegial relationships characterized by mutuality, collaboration and respect with individual group members and the group.

11. Identify the use of group process to educate and empower client systems of all sizes.
12. Compare and contrast family and group work in the United States and in Mexico; observe and experience families and groups in the community context of Cuernavaca.
13. Demonstrate growth in interpersonal relationship skills, interviewing, and self-knowledge related in work with families and groups.
14. Select and use evidence based practice and empirically supported interventions for evaluating group and family intervention strategies and one's own generalist practice.

This course will emphasize integration of professional social work foundation knowledge, and values as reflected in the NASW Code of Ethics. Finally, a variety of teaching, knowledge transfer, and knowledge generation methods will be utilized to better facilitate learning.

### Course Assignments

Date	Assignments	Percentage
TBD	Lab Group leadership -two parts- (due one week before actual group followed one week later by leadership analysis and evaluation**)	15%
Wk 6	Genogram, Ecomap and Family Timeline	10%
Wk 7	History Gathering with Host Family, Drawing and Reflection	20%
Wk 8	Best practices with Latino or Immigrant Families Paper	20%
Wk 14	Draft of Group Design Paper	
Wk 16	Final version of Group Design Paper	20%
Ongoing	Participation, Course Reading, Speaker Interactions	15%

### Course Requirements

#### 1. Family Assignments

- **Genogram/Ecomap/Timeline. (10%)** Complete a Genogram, Ecomap and Family Timeline on your family of origin or on for your host family. Use the formats provided in chapter 8 of the Collins text. Include three generations in your Genogram. Provide a 2-4 page narrative explaining the significant events/relationships illustrated in your Genogram/Ecomap/Timeline.
- **History Gathering with Host Family. (20%)** You will be conducting a series of interviews to gather information from your host family. Pay special attention to cultural factors and please be respectful of family privacy and sensitive to possible areas of vulnerability and use the appropriate level of description. Provide a 5-6 page narrative explaining the information your family offered, reflection on the experience and a drawing of the home.
- **Family Paper. (20%)** Choose a family from an indigenous, Latino or immigrant community that is experiencing a particular challenge. (For example, family reunification after child neglect, death of a child/parent/sibling, adoption, bi-cultural blending through marriage, immigration, academic support, sexual health education, parenting support, etc). Write an 8-10 page paper.

#### 2. Group Assignments

- **Lab Group Facilitation. (15%)** You will facilitate one of the lab group sessions to further develop your group facilitation skills and deepen your understanding of yourself as a member of the group and within group process. You will be asked to do self and peer evaluations.

- **Group Design Paper. (20%)** You will create a group for a population within an indigenous, Latino or immigrant community that is experiencing a specific problem. (For example: indigenous people experiencing substance abuse, Latina women experiencing domestic violence, immigrants who have been victims of crime, Latino families who have an adolescent involved in a gang, etc.) Write an 8-10 page paper.
- **Course Participation, Course Reading, Speaker Interactions (15%)** You will be expected to be present in all classes, participate in class discussions and in class activities, complete assigned readings, interact with speakers and attend all course visits.

### Weekly Schedule

Wk #	Location and Activities	Course Topics and/or Objectives	Required Readings (Text and Chapters)	Potential Speakers and/or Excursions and/ Class Discussions	Assignments Due
1	Orientation to the program, the group and Cuernavaca	Introduction to Course and Group Process  - Group Process - Lab Group Explanation and Sign-up	Toseland and Rivas Ch 1  Tatum, "The Complexity of Identity: 'Who Am I'?"  Garcia, "A Mexican Base for Interpersonal Relationships"  Schwalbe "Cost of American Privilege"	Market Basket Survey  Interdisciplinary Sessions	No assignments due this week.
2	Rural homestay	Group Dynamics and Cultural Differences  Family Dynamics and Functions of the Family	Toseland and Rivas Ch 3	Rural seminar and homestays in <i>Nahua</i> indigenous community of Amatlán de Quetzalcoatl	No assignments due this week.
3	Internship interviews  Spanish Class, Week 1	Social Work with Families - Beliefs about families - Family work process - Family as a group	Collins, Jordan, Coleman Ch 1, 2 and 3	Debrief Amatlan in the context of Families  Cross Cultural Parenting panel with Lianne Morgan and Gerardo Jaime  Lab Group Staff Facilitated	
4	Spanish Class, Week 2  Urban Homestay, Week 1	Social Work with Latino Populations - Cultural Differences - Best Practices	- Delgado Ch 4 and 6 - Collins, Jordan, Coleman Ch 4	Lab Group Staff Facilitated	No assignments due this week.
5	Spanish Class, Week 3  Urban Homestay, Week 2  Internship observation	Social Work with Families, Beginnings - Practitioner Skills - Planning for the work and logistics - Strengths Based Practice	Collins, Jordan, Coleman Ch 5, 6, 7	Lab Group Student Facilitated	No assignments due this week.

<b>6</b>	Spanish Class, Week 4  Urban Homestay, Week 1  Internships, Week 1	Social Work with Families, Middles - Intervention Models - Goal Setting - Assessment Tools  <i>* PFLAG and Alanon examples</i>	Collins, Jordan, Coleman Ch 10-11	CIJ - Chemical Health Groups and Support with Families  Lab Group Student Facilitated	Family Genogram, Ecomap and Timeline Due
<b>7</b>	Urban Homestay, Week 4  Internships, Week 2	Social Work with Families, Endings - Termination Plans - Referrals	- Collins, Jordan, Coleman Ch 14 - Toseland and Rivas Ch 2	Lab Group Student Facilitated	History Gathering with Home Stay Families Paper and Drawing Due
<b>8</b>	Internships, Week 3  Visits to Atzin Tlama-capzapa, Guerrero	Development and Implementation of Groups - Beginnings - Planning Groups - Group Dynamics	Toseland and Rivas Ch 6, 7 and 8	Talk by Xochitl Ramirez, representative of Atzin  Excursion to <i>Nahua</i> indigenous village of Tlamacazapa, Guerrero with Atzin  Lab Group Student Facilitated	Best Practices with Families Paper Due
<b>9</b>	Internships, Week 4	Development and Implementation of Groups - Task and Treatment - Models of Intervention - Case Studies	Toseland and Rivas Ch 9-12	Comunidad Eclesial de Base (Christian Based Community)  Luz y Libertad - Women's Group  Lab Group Student Facilitated	No assignments due this week.
<b>10</b>	Internships, Week 5	Development and Implementation of Groups  - Leadership - Group Functions	- Toseland and Rivas Ch 4 and 5 - Yalom article	Marta Delgado- Social Worker with Community Organization and Development  Lab Group Student Facilitated	No assignments due this week.
<b>11</b>	Internships, Week 6	Multi-Cultural Group Work  - Best Practices - Strengths and Process - La Voz Latina	- Toseland and Rivas Ch 15 - DeLucia-Waak and Donigian Ch 13	Maria Luisa Mejia - Social Worker with indigenous Groups  Lab Group Student Facilitated	No assignments due this week.
<b>12</b>	SPRING BREAK! ☺ No internships		Get a head start on your reading. Read as much as you can! ☺		

13	SWK Students at UNAM in Mexico City	Cultural Differences in Social Work Practice and Process - Strengths and Challenges - SWK Education and Academic Philosophy	No readings for this week	UNAM	No assignments due this week
14	UNAM SWK students in Cuernavaca  Internships, Week 7	Interventions with LGBT Groups and Families, Gender Sensitivity and Practice  - Code of Ethics Review	Collins, Jordan, Coleman Ch 13	LGBT Panel	Group Design Paper  DRAFT Due
15	Internships, Week 7 (Last full week)	Development and Implementation of Groups  - Endings - Evaluation - Case Study	- Toseland and Rivas Ch 14 - Delgado Ch 8 and 9	DDESER- Reproductive and Sexual Health Rights Youth Education Group  Lab Group Student Facilitated	No assignments due this week.
16	Last Week of Semester	Review of Group and Family Process and Purpose	No required readings this week	Lab Group Staff Facilitated	Group Design Paper  FINAL Due

### Additional Comments

#### Explanation of Grades

Augsburg's grading system uses the following definitions:

Grade	Grade Points	Description
A	4.00	Excellent
A-	3.67	
B+	3.33	
B	3.00	Good
B-	2.67	
C+	2.33	
C	2.00	Satisfactory
C-	1.67	
D+	1.33	
D	1.00	Poor
D-	0.67	
F	0.00	Failure

A "Pass" grade is 2.0 or above.

**Grading Policy and Late Assignments**

You must submit assignments on time. If you need an extension, you must talk to us **in advance** to negotiate a new deadline. If you have not been given an extension in advance and you turn in a late assignment, you will be docked half a grade (from a 4.0 to a 3.5 or 3.5 to a 3.0, 3.0 to a 2.5, 2.5 to a 2.0, etc.) If you are more than one week late, you will be docked a full grade. No assignments will be accepted more than two weeks after the original deadline; a "0" will be given after that. Assignments due near the end of the semester will not be accepted after the last day of the semester.

**Augsburg Honesty Policy**

You are expected to follow the Augsburg Honesty Policy which is printed in the program manual. We assume that you have read the honesty policy, understand it, and are following it. Except when the assignment expressly encourages group work, it is assumed that all course work will be your own. You may not copy other students' work. The first occurrence of plagiarism will result in the failure of the assignment. A student who commits plagiarism a second time will fail the course.

**Students' Rights and Responsibilities**

Students with formally diagnosed learning or physical differences have legal rights to course modifications. Those who qualify should identify themselves to the instructor as soon as possible in order to obtain extra assistance.