

# Bemidji State University

## **SOWK 3201: Family: Dynamics and Intervention**

### **A. COURSE DESCRIPTION**

Credits: 3

Lecture Hours/Week: \*.\*

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: None

Introduction to knowledge, skills, and values related to working with families as small groups. Students learn and apply tools integral to assessment and intervention strategies of generalist social work practice with families, including the strengths perspective, human diversity framework, family systems, cultural competence, and the ecosystems approach. Students critically examine family systems, elements of family well being, level of need and intervention models, ethics, and practice implications particularly related to contemporary social welfare issues. Prerequisite: SOWK 2160 for majors, PSY 1100 for nonmajors.

**B. COURSE EFFECTIVE DATES:** 08/25/1997 - Present

### **C. OUTLINE OF MAJOR CONTENT AREAS**

1. Introduction to Family Systems
2. Cultural & Spiritual Responsiveness & Ethical Practice
3. Levels of Need & Best Practice Models of Intervention
4. The Helping Relationship
5. Assessment/Planning
6. Crisis Intervention
7. Planning & Implementation
8. Evaluation/Termination
9. Addictions/ Mental Health Issues/Disorders
10. Parent-Child Relationships
11. Parents
12. Siblings

#### **D. LEARNING OUTCOMES (General)**

1. apply an eco-system, strengths perspective in practice with families.
2. apply evidence-based best practices intervention approaches according to the level of need of family systems.
3. integrate culturally-responsive research in the practice of effective intervention strategies with diverse families.
4. recognize and manage personal values and beliefs to allow professional ethics and standards to guide practice.
5. recognize the role of contemporary social welfare issues on the ability of family systems to function effectively.
6. understand the family assessment process and the application of assessment tools in creation of intervention plans.
7. understand the historical and contemporary role of diverse family configurations in American society.
8. understand the role of race, ethnicity, gender, and culture on family systems and accessibility to resources.

#### **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

#### **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

#### **G. SPECIAL INFORMATION**

None noted