

Syllabus

SCHOOL OF HEALTH AND SCIENCES
**HSVC 415: Working with Families and Groups: A Systems
Perspective**

5 Credits
Effective: Winter 2017/2018

*Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This course introduces students to the fundamental skills and concepts for working with families and groups. Students will learn the theoretical constructs, including systems theory, the family life cycle, and stages of group development, that guide this work. Special emphasis is placed on understanding culturally relevant approaches to engaging with diverse families and groups. Students will gain familiarity with evidence supported and clinically relevant approaches for assessment, goal setting, and intervention within family and group contexts.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are also found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

COURSE OUTCOMES

In this course, learners:

- Apply professional codes of ethics to family and group work.
- Demonstrate knowledge of the family life cycle as it applies to family dynamics and functioning.
- Describe group process, dynamics, and developmental stages and how to work with a group during each stage.
- Describe the typology of groups and skills needed for each type.
- Examine family risk and resilience factors and how to apply them when intervening with families.
- Demonstrate an understanding of systems theory in the conceptualization of problems and approaches to intervention with diverse families and groups.

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Cultural competence
- Ethical practice
- Evidence-supported group interventions

- Family assessment skills
- Family life cycle
- Family risk and resilience
- Genogram
- Planning family interventions
- Settings and types of group work
- Stages of group development
- Systems theory

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

| <i>Overview of Required Assignments</i> | <i>% of Final Grade</i> |
|---|-------------------------|
| Course Activities & Discussion | 25% |
| Family Assessment and Genogram Case Study | 15% |
| Group Assessment | 15% |
| Group Observation and Reflection Paper | 20% |
| Evidence-based Intervention Paper | 25% |
| TOTAL | 100% |

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Course Activities & Discussion

Class participation through discussion activities is an integral part of this course. To provide a structure for balanced participation and allow the student to maximize the benefit of the discussion activities, students should follow these guidelines: 1) Post responses to discussion questions in the first three days of the school week (Monday through Wednesday in online classes; various days in mixed-mode classes); 2) Post at least three or more thoughtful and topic-relevant comments to responses made by classmates over at least three different days of the school week, ending on Sunday in online classes and various days in mixed-mode classes; 3) Respond to any questions that the instructor has regarding the original post by the end of the school week. Additionally, students are expected to attend and participate in all classroom sessions and course activities conducted during those sessions. Instructors will provide detailed grading criteria for in-class attendance and participation in classroom-based activities. The following is the grading criteria for online discussion board activities.

| <i>Components</i> | <i>% of Grade</i> |
|-------------------------|-------------------|
| Quality of Responses | 70% |
| Quantity of Responses | 15% |
| Timeliness of Responses | 15% |
| TOTAL | 100% |

Family Assessment and Genogram Case Study

Students will write a 3-5 page case study based on a family they know or a family from the selected list of movies. They will write an assessment, including a genogram, using the format described in the Family Assessment Handbook. Students will include the relevant concepts from systems theory in their assessment. The following elements are to be included in the assignment:

1) The genogram should display at least three generations of the family that is being described. The genogram should show names, ages, relationships, gender, deaths, marriages, and divorces; 2) In the assessment, the student should include demographics of the family, including ethnicity, cultural influences, gender, sexual orientation, marital status, occupations, and education levels; family history, including significant events and losses; family dynamics/relationships and roles; strengths and resilience of the family; and risk factors and challenges. The student should include concepts and theories from the course in the paper. The paper should conform to APA format, and the student must cite the sources of all ideas, facts, and information used that are not his or her own, even though if the information was put into the student's own words. Failure to do so is plagiarism, even if the oversight is unintentional.

| <i>Components</i> | <i>% of Grade</i> |
|----------------------------|-------------------|
| Apply course theories | 35% |
| Organization and Coherence | 20% |
| Style and Mechanics | 15% |
| Evidence and Support | 30% |
| TOTAL | 100% |

Group Assessment

Students will write a 3-4 page group assessment, using the SOAP notes format. Students will choose one of the two groups shown on DVD that accompanies the textbook "Groups in Action". First students will briefly describe the group, its purpose and membership. The assessment will include the following elements from SOAP: 1) Subjective: What the members report in group--their reasons for participating; their concerns, feelings, thoughts, plans, and goals; 2) Objective: What the student observes or witnesses of the members in the group and their dynamics--their behavior, appearance, affect, roles and relationships within the group, demonstrated strengths or weaknesses; 3) Assessment: This is the student's synthesis and analysis of the subjective and objective portions, the student's clinical impressions based on the theories learned in the course, including group typology, process, stage of development, dynamics, etc.; 4) Plan: The student will assume the role of facilitator of the group and make a plan for the next group session.

| <i>Components</i> | <i>% of Grade</i> |
|----------------------------|-------------------|
| Apply group theories | 35% |
| Organization and Coherence | 20% |
| Style and Mechanics | 15% |
| Evidence and Support | 30% |
| TOTAL | 100% |

Group Observation and Reflection Paper

Students will write a 3-5 page paper on their observations of a group or groups they have attended. Students will observe either one professionally-facilitated group or two self-help groups. *They must not be a member or a facilitator of the group that they are observing.* Students will: 1) Describe the group first--its purpose, its members, and how often and where they meet; 2) Discuss the stage of group development for this group and how that impacts group functioning; 3) Reflect on group dynamics, leadership style, and the strengths and challenges of the group. Students should include concepts and theories from the course in their paper. The paper should conform to APA format, and the student must cite the sources of all ideas, facts, and information used that are not his or her own, even though if the information was put into the student's own words. Failure to do so is plagiarism, even if the oversight is unintentional.

| <i>Components</i> | <i>% of Grade</i> |
|----------------------------|-------------------|
| Apply group theories | 35% |
| Organization and Coherence | 20% |
| Style and Mechanics | 15% |
| Evidence and Support | 30% |
| TOTAL | 100% |

Evidence-based Intervention Paper

Students will conduct a literature review and write a 6-8 page paper describing two evidence-supported interventions, one that could be applied to the family in the Family Assessment assignment, and one that could be applied to the group in the Group Observation assignment.

The student will select at least three articles from peer-reviewed literature for each of the two interventions. For each intervention, the student will:

1) Describe the intervention s/he has chosen; 2) Analyze the evidence on which the intervention was based; 3) Explain why s/he chose the intervention for the family or for the group; 4) Describe how the intervention will be implemented and the student's assessment of its potential effectiveness; 5) Speculate on potential challenges in implementing the intervention; 6) References: List in APA format each source mentioned in the literature review and each source used in other sections of the paper. The student must cite the sources of all ideas, facts, and information used that are not her/his own, even though the the information was put into her/his own words. Failure to do so is plagiarism, even if the oversight is unintentional.

| <i>Components</i> | <i>% of Grade</i> |
|----------------------------|-------------------|
| Evidence and Support | 35% |
| Style and Mechanics | 15% |
| Apply course theories | 35% |
| Organization and Coherence | 15% |
| TOTAL | 100% |

COURSE POLICIES

Late Assignments

LATE ASSIGNMENT

Participation

PARTICIPATION

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.