



## **SOWK 3358: Generalist Social Work Practice II**

CRN: 21645

TERM: Spring 2024

MEETING TIMES: Tuesdays and Thursdays 9 a.m.- 10:20 a.m. HHSN 135

Professor: Dr. Viridiana Ortiz, PhD, LCSW-S

Email: [vortiz19@utep.edu](mailto:vortiz19@utep.edu)

Phone: (915) 747-8382

Office Hours: By Appointment

### **Course Information:**

#### **COURSE DESCRIPTION**

This is the second of three generalist practice courses. It is designed to provide knowledge, values, and skills for social work practice with groups and families. This utilizes a strengths perspective to build on the problem-solving model introduced in Generalist Social Work Practice I, 3355. In Practice II, students will examine group and family processes, build their evidence-based knowledge regarding practice with groups and families, and develop key practice skills to be utilized with families and groups in diverse practice settings with particular focus in the border region.

#### **DIVERSITY STATEMENT**

At UTEP, we embrace and celebrate diversity as a cornerstone of our institution's identity. As the United States' leading Hispanic-serving institution situated along the U.S.-Mexico border, we recognize the richness and value of diversity in our community's backgrounds, perspectives, and life experiences. The Department of Social Work at UTEP is committed to creating brave and inclusive spaces where students, faculty, and staff feel comfortable expressing themselves authentically knowing they will be respected and accepted as they are. The department encourages open dialogue, critical thinking, and respectful engagement across differences with the understanding that such dialogue is essential for personal and professional growth. Through our commitment to diversity, we aim to prepare social work students with the skills and knowledge to navigate and contribute to an increasingly diverse and interconnected society through an enriching and inclusive curriculum.

#### **COURSE GOALS**

At the end of this course, students will:

- Understand the types and stages of groups
- Understand various group processes, methods, and group members' roles that inform group experiences, to include ethical and legal issues related to group work

- Understand methods used to evaluate group work
- Develop awareness of the influence that culture, race, language, gender, class, and sexual orientation have on group work in the bicultural border region
- Understand family social work, including various settings, interventions, approaches, and methods used
- Understand phases of family social work, the skills and knowledge necessary for each stage of family intervention to include ethical and legal issues related to family social work

## COURSE OBJECTIVES

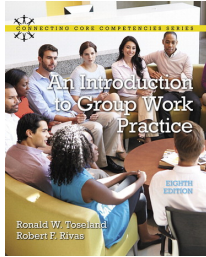
At the end of this course, students will:

- Apply theoretical perspectives to describe and interpret human behavior within the context of their environment and functioning in families and groups
- Apply the problem-solving process and social work values in the resolution of client concerns in families and groups to include resolving ethical issues and dilemmas
- Demonstrate the effective use of communication and interpersonal skills in working with families and groups
- Demonstrate knowledge, respect, and consideration for the influence of diversity of client systems including race, ethnicity, class, gender, culture, sexual orientation, religion, age, physical or mental abilities, and national origin on families and in group work

| <b>Competencies</b>   | <b>Assignment(s)</b>   |
|---|--|
| 1: Demonstrate ethical and professional behavior                                | Class discussions<br>In-class activities<br>Group planning activities<br>Family Assessment |
| 2: Advance human rights and social, racial, economic, and environmental justice | Class discussions class<br>In-class activities<br>Family Assessment                        |
| 3: Engage Anti-racism, diversity, equity, and inclusion (ADEI) in practice      | Class discussions<br>In- activities<br>Group planning activities<br>Family Assessment      |
| 4: Engage in practice-informed research and research-informed Practice          | Class discussions<br>In-class activities<br>Family Assessment                              |
| 5 Engage in policy practice   | Class discussions<br>In-class activities<br>Group planning activities                      |
| 6: Engage with individuals, families, groups, organizations, and communities    | Class discussions<br>In-class activities<br>Group planning activities<br>Family Assessment |
| 7: Assess individuals, families, groups, organizations, and communities         | Class discussions<br>In-class role-plays<br>Family Assessment                              |
| 8. Intervene with individuals, families, groups, organizations, and communities | Class discussions<br>In-class role-plays   |

|   |   |
|---|---|
|   | Group planning activities<br>Family Assessment                        |
| 9. Evaluate practice with individuals, families, groups, organizations, and communities | Class discussions<br>In-class role-plays<br>Group planning activities |

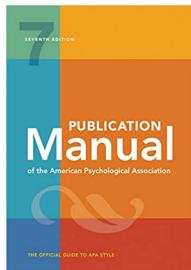
## REQUIRED MATERIALS



Toseland, W. R., Rivas, F. R. (2017). *Introduction to Group Work Practice*, 8<sup>th</sup> edition. Pearson. ISBN-13: 9780134058962

\*\*\*\*\*Any additional readings as assigned by the instructor\*\*\*\*\*

## RECOMMENDED MATERIALS



American Psychological Association (2020). *Publication manual of the American Psychological Association, (7th Edition)*. American Psychological Association: Washington, DC. ISBN: 978-1-4338-3216-1

## COURSE ASSIGNMENTS & GRADING

A total of 1000 points are possible to earn in this course.

Grade Distribution:

1000-900 = A 899-800 = B 799-700 = C 699-600 = D 599 and Below = F

- 200 points: In-Class Activities & Participation
- 300 points: Family Assessment
- 250 points: “Planning a Group” Activity
- 250 points: Planning “End-Stage of a Group” Activity

“Planning a Group” Activity: To assess student skill in completing the planning process for a group assigned by the instructor. This assignment will assess student’s skill in developing plans for a group’s first session. Areas to be assessed are consideration for purpose of the group, group members and the diversity of the members, location of the group, and recruitment methods of group members, ethical considerations, and potential conflict resolution techniques.

“End-Stage of a Group” Activity: To assess student skill in planning for an assigned group’s end stage processes. Type of group will be assigned by the instructor. Areas to be assessed will include plans for terminating the group, reviewing successes, and planning for separation from the group.

Family Assessment: To assess student skill in completing and compiling a family assessment, students will interview one of their peers’ or an individual outside of class, in the context of their family facing an issue. The purpose is to complete a family assessment, genogram, and eco-map to include plans for potential intervention using a theoretical framework of the student’s choice and resources from within the community. Skills to be assessed include interviewing skills, documentation that reflects family dynamics, the impact of diversity on the family, and intervention methods.

In-Class Activities: To assess student understanding of content reviewed during class lectures. Activities will consist of group role-plays using prompted group scenarios developed by the instructor. Activities will assess for engagement and interviewing skills, assessment skills, and use of a strengths-based approach. Other social work values and ethical considerations will be assessed.

Participation & Attendance: For this course, students will be required to participate in discussions with their peers via ZOOM or in class when held on campus.

## **TECHNOLOGY REQUIREMENTS**

Some course content will be delivered via internet through the Blackboard learning management system. Ensure that your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook, and more) for free via UTEP’s Microsoft Office Portal. Click the following link for more information about [MicrosoftOffice365](#) and follow the instructions.

**IMPORTANT:** If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped to assist you than I might be in several cases! I will work hard to assist you in times that I am able to!

## **Course Communication: How we will stay in contact with each other**

There are several ways we can keep the lines of communication open this semester:

- **Office Hours:** By Appointment (Person or Virtual)
- **Email:** UTEP email is the best way to contact me. I will make every attempt to respond to your email within 24-48 hours upon receiving your email. If it's the weekend, I will respond as soon as I can. When e-mailing me, be sure to email from your UTEP student account.
- **Phone** (915) 747-8382
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

## **NETIQUETTE**

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider your audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must always be displayed to classmates and the instructor. No harassment or inappropriate postings will be tolerated.
- When responding to someone else's message, address, and respectfully challenge the ideas, never the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. In line with the National Association of Social Workers (NASW) Code of Ethics, treat all information shared with the same level of confidentiality as you would a client. Whatever is posted in this online space is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

## **Course Policies: What do you need to do to be successful in the course**

### **ATTENDANCE AND PARTICIPATION**

Attendance in the course is determined by participation in the learning activities and course discussions. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading/viewing all course materials to ensure understanding of assignment requirements
- Participation in engaging discussion with your peers during course meetings
- Participating in scheduled class presentations and other engaging activities

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

Regular class attendance and participation are essential to learning and processing the field placement experience. **Class attendance is NOT optional.** Students are expected to attend all classes and to participate in class exercises and discussion. **Students who miss more than TWO (2) classes will be withdrawn from class** with a grade of W or F. Students wishing to drop this course and receive a grade of W, must do so prior to the University Drop Deadline **(March 28, 2024).** Dropping the course after that time will result in an automatic grade of F.

Attendance will be tracked by signing in at the beginning of class. It is your responsibility to sign in for each class meeting. Being tardy for more than half of the class meeting will be counted as an absence unless communication or an excused tardiness is approved by the instructor. Sign in sheet will not be available after the first half of class time.

Students are expected to participate in all classroom activities in a constructive, supportive, professional, and respectful manner. The instructor reserves the right to adjust students **Attendance and Participation grade based on the instructor's perception of student's participation** and may give a student their grade based solely on her subjective assessment of a student's participation. Participation also includes providing information regarding difficult cases and offering support to other students who present issues confronted in practice.

### **EXCUSED ABSENCES AND/OR COURSE DROP POLICY**

According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his/her/their status relative to credit for the course (more than 3 absences in this course), the instructor may drop the student from the class with a grade of 'W' before the course drop deadline and with a grade of 'F' after the deadline." Deadline for this semester is **March 28, 2024.** See academic regulations in the UTEP Undergraduate Catalog for a list of excusable absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

OR

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an 'F' for the course.

### **CLASSROOM BEHAVIOR**

Students are expected to treat all others in the class with respect. Specifically, the information shared in in-class and virtual discussions, when responding to your peers. The culture of the learning environment is one of challenging ideas, not individuals. Personal attacks on your peers online and in-class, will not be tolerated.

UTEP expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people. Any disruptive behavior that interrupts faculty's ability to teach, compromises the safety of the learning

environment, and/or inhibits students' ability to learn could lead to deductions in participation points, removal from the classroom and reporting the behavior to the Dean of Students.

## **DEADLINES, LATE WORK, AND ABSENCE POLICY**

### **In-Class Assignments & Participation**

- Students will be required to be present for scheduled in-class activities and discussions when the class meets on a weekly basis. Unless student communicates ahead of time and is excused by their instructor, missing these assignments will count against the student's overall grade.

### **Family Assessment**

- Students will be required to submit a written Family Assessment on a peer or friend's family unit. The assessment will assess for successful interviewing skills, professional documentation, consideration for diversity of the family, and other family dynamic considerations. This assignment will be submitted via Blackboard on the assigned day and time by the instructor. If a student requires an extension on the due date, this must be communicated to the instructor in a timely manner. See Make-Up Work policy.

### **Group Planning Activity**

- Students will be required to submit their plan for the first group session of a group assigned by the instructor. The group planning assignment will assess for student's knowledge and application of content reviewed in class. This assignment will be submitted via Blackboard on the assigned day and time as stated by the instructor. If a student requires an extension on the due date, this must be communicated to the instructor in a timely manner. See Make-Up Work policy.

### **End of a Group Planning Activity**

- Students will be required to submit their plan for the final group session of a group assigned by the instructor. The end of a group planning assignment will assess for student's knowledge and application of content reviewed in class related to the termination phase of group work. This assignment will be submitted via Blackboard on the assigned day and time as stated by the instructor. If a student requires an extension on the due date, this must be communicated to the instructor in a timely manner. See Make-Up Work policy.

## **MAKE-UP WORK**

Make-up work will be given *only* in the case of a *documented emergency*. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me –in advance if possible– and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

## **ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES**

I strongly suggest that you submit your work with plenty of time to spare in the event you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through Blackboard, please contact the UTEP Help Desk. You can e-mail me your back-up document as a last resort.

### **'INCOMPLETE' GRADE POLICY**

Incomplete grades may be requested only under exceptional circumstances after you have completed at least half of the course requirements. Communicate with me immediately if you believe an incomplete is needed. I highly suggest keeping the lines of the communication open with me during the semester to avoid getting to this point! However, if granted, we will establish a contract of work to be completed with deadlines.

### **ACCOMMODATIONS POLICY**

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants for admissions, and other beneficiaries of University programs, services, and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them [cass@utep.edu](mailto:cass@utep.edu) or apply for accommodation online via [CASS portal](#)

### **ILLNESS PRECAUTIONS**

Please stay home if you have symptoms of a communicable illness. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations.

### **TITLE IX STATEMENT**

Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. All such acts of sexual violence are forms of sexual harassment covered under Title IX. In accordance with Title IX of the Education Amendments of 1972, UTEP does not discriminate on the basis of sex in the operation of its educational programs and activities. This commitment to non-discrimination applies to both employment in and admission to such programs and activities. [Link to full text at <http://admin.utep.edu/Default.aspx?tabid=68750>]



Inquiries regarding Title IX should be referred to the University's Title IX Coordinator(s) in the following link: <https://www.utep.edu/titleix/Title-IX-Coordinators.html>

## SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operation Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

## GUIDANCE ON ARTIFICIAL INTELLIGENCE

**All assignments should be fully prepared by the student.** Developing strong competencies in the skills associated with this course, from student-based brainstorming to project development, will prepare you for success in your degree pathway and, ultimately, a competitive career. Therefore, the use of generative AI tools to complete any aspect of assignments for this course are not permitted and will be treated as plagiarism. If you have questions about what constitutes a violation of this statement, please contact me. Students must cite any borrowed content sources (APA) to comply with all applicable citation guidelines, copyright law, and avoid plagiarism. Instances that violate these guidelines will be referred to the Office of Student Conduct and Conflict Resolution.

## PLAGIARISM DETECTING SOFTWARE

Some of your course work and assessments may submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

## CLASS RECORDINGS

The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

**Course Resources:** Where you can go for assistance

UTEP provides a variety of student services and support:  
Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

#### Academic Resources

- [https://www.utep.edu/library/UTEP Library](https://www.utep.edu/library/UTEP%20Library): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

#### Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- [Center Against Sexual and Family Violence \(CASFV\)](#): **915-593-7300 or 1-800-727-0511**
- [UTEP Food Pantry](#). Provides food and support for students and staff who are experiencing food insecurity.
- [Foster Homeless Adopted Resources](#). Connects foster, homeless, and adopted individuals through education and advocacy with resources that will assist holistically with UTEP experience.
- For crimes, contact the El Paso Police Department or UTEP Police Department (**915-747-5611**)
- For suspected abuse of children or older persons, Child/Adult Protective Services **1-800-252-5400**
- National Domestic Violence Hotline: **1-800-799-SAFE (7233)**.
- Respect Is (Dating Abuse Prevention) at [loveisrespect.org](http://loveisrespect.org)
- Mental Health Crisis Line **915-779-1800**
- National Suicide Prevention Hotline **1-800-273-8255**
- Veterans Crisis Line **1-800-273-8255**
- NAMI of El Paso (National Alliance Against Mental Illness) hosts free weekly support groups for people with mental illness and their families. [elpaso.nami@dshs.state.tx.us](mailto:elpaso.nami@dshs.state.tx.us) or **915-534-5478**

## WEEKLY SCHEDULE

| Spring 2024    | Assigned Readings & Course Outline | Topics and/or Assignments  | Competencies Assessed/Measured |
|----------------|------------------------------------|--|--------------------------------|
| Week 1<br>1/16 | Introduction to Course & Chapter 1 | <b>Syllabus Review, Course Expectations</b><br><b>Part I: Knowledge Base of Group Work</b> <ul style="list-style-type: none"> <li><i>An Introduction to Group Work Practice</i></li> <li>In-class activity</li> </ul>                  | 1                              |
| Week 2<br>1/23 | Chapters 1 & 2                     | <b>Part I: Knowledge Base of Group Work</b> <ul style="list-style-type: none"> <li><i>Continue: An Introduction to Group Work Practice</i></li> <li><i>Historical Development &amp; Theories</i></li> <li>In-class activity</li> </ul> | 1, 3, 4                        |
| Week 3<br>1/30 | Chapters 3 & 4                     | <b>Part I: Knowledge Base of Group Work</b> <ul style="list-style-type: none"> <li><i>Group Dynamics &amp; Leadership</i></li> <li>In-class activity</li> </ul>  | 1, 2, 3, 4, 6                  |
| Week 4<br>2/6  | Chapters 4 & 5                     | <b>Part I: Knowledge Base of Group Work</b> <ul style="list-style-type: none"> <li><i>Leadership &amp; Diversity</i></li> <li>In-class role-play</li> </ul>  | 1, 2, 3                        |
| Week 5<br>2/13 | Chapters 6                         | <b>Part II: The Planning Stage</b> <ul style="list-style-type: none"> <li><i>Planning the Group</i></li> <li>In-class role-play</li> </ul> <b>"Planning the Group" Activity Due</b>  | 1, 3, 5, 6                     |
| Week 6<br>2/20 | Chapters 7&8                       | <b>Part III: The Beginning Stage</b> <ul style="list-style-type: none"> <li><i>The Group Begins</i></li> <li><i>Assessment</i></li> <li>In-class activity</li> </ul>   | 1, 3, 5, 6, 7                  |
| Week 7<br>2/27 | De-Escalation                      | <ul style="list-style-type: none"> <li><i>De-Escalation Discussion</i></li> <li>In-class activity</li> </ul>   | 1, 3, 5, 6                     |
| Week 8<br>3/5  | Chapters 9 & 10                    | <b>Part IV: The Middle Stage</b> <ul style="list-style-type: none"> <li><i>Treatment Groups: Foundation &amp; Specialized Methods</i></li> <li>In-class activity</li> </ul>  | 1, 2, 3, 4, 5, 6, 7, 8         |
| Week 9<br>3/12 | <b>NO CLASS</b>                    | <b>SPRING BREAK: 3/15-3/19/2021</b><br><b>(SELF CARE!)</b>   |                                |

|                 |                       |  |                        |
|-----------------|-----------------------|--|------------------------|
| Week 10<br>3/19 | Chapter 11 &<br>12    | <b>Part IV: The Middle Stage</b> <ul style="list-style-type: none"> <li>• <i>Task Groups: Foundation &amp; Specialized Methods</i></li> <li>• In-class activity</li> </ul>             | 1, 2, 3, 4, 5, 6, 7, 8 |
| Week 11<br>3/26 | Chapter 13            | <b>Part V: The Ending Stage</b> <ul style="list-style-type: none"> <li>• <i>Ending the Groups Work</i></li> <li>• In-class activity</li> </ul>   | 1, 3, 5, 6, 7, 8, 9    |
| Week 12<br>4/2  | Chapter 14            | <b>Part V: The Ending Stage</b> <ul style="list-style-type: none"> <li>• <i>Evaluation</i></li> <li>• In-class activity</li> </ul> <b>Planning "End Stage" of a Group Activity Due</b> | 1, 3, 5, 6, 7, 8, 9    |
| Week 13<br>4/9  | Family Social<br>Work | <b>Family Social Work</b> <ul style="list-style-type: none"> <li>• What is Family?</li> <li>• The Field of Family Social Work</li> </ul>   | 1, 2, 3, 6             |
| Week 14<br>4/16 | Family Social<br>Work | <b>Family Social Work</b> <ul style="list-style-type: none"> <li>• Family Systems</li> <li>• In-class activity</li> </ul>  | 1, 3, 6, 7             |
| Week 15<br>4/23 | Family Social<br>Work | <b>Family Social Work</b> <ul style="list-style-type: none"> <li>• Family Development</li> <li>• Family Strengths &amp; Resilience</li> </ul>  | 1, 2, 3, 5, 6, 7       |
| Week 16<br>4/30 | Family<br>Assessment  | <b>Family Assessment Due</b><br>Course Evaluation  | 1, 2, 3, 5, 6, 7, 8, 9 |

**\*\*SYLLABUS & SCHEDULING SUBJECT TO CHANGE AT INSTRUCTOR'S DISCRETION\*\***

**ANY CHANGES WILL BE COMMUNICATED WITH STUDENTS**