

## Washtenaw Community College Comprehensive Report

### SOC 225 Family Social Work Effective Term: Fall 2020

#### Course Cover

**Division:** Humanities, Social and Behavioral Sciences

**Department:** Behavioral Sciences

**Discipline:** Sociology

**Course Number:** 225

**Org Number:** 11230

**Full Course Title:** Family Social Work

**Transcript Title:** Family Social Work

**Is Consultation with other department(s) required:** No

**Publish in the Following:** College Catalog , Time Schedule , Web Page

**Reason for Submission:** Course Change

**Change Information:**

**Consultation with all departments affected by this course is required.**

**Rationale:** Update outcomes as a result of the most recent assessment.

**Proposed Start Semester:** Winter 2020

**Course Description:** This course introduces students to the theory and practice of home-based social work with families. Students will learn how to describe American families as social systems, how to describe the structure of a family and how to identify common patterns in family functioning. Common problems and special circumstances in family functioning will be addressed. Students will learn to identify effective ways to engage families. Basic social work interventions with families will be described.

#### Course Credit Hours

**Variable hours:** No

**Credits:** 3

**Lecture Hours: Instructor:** 45 **Student:** 45

**Lab: Instructor:** 0 **Student:** 0

**Clinical: Instructor:** 0 **Student:** 0

**Total Contact Hours: Instructor:** 45 **Student:** 45

**Repeatable for Credit:** NO

**Grading Methods:** Letter Grades

Audit

**Are lectures, labs, or clinicals offered as separate sections?:** NO (same sections)

#### College-Level Reading and Writing

College-level Reading & Writing

#### College-Level Math

#### Requisites

**Prerequisite**

HSW 100 minimum grade "C"

or

**Prerequisite**

SOC 100 minimum grade "C"

**General Education****MACRAO**

MACRAO Social Science

**General Education Area 5 - Social and Behavioral Science**

Assoc in Applied Sci - Area 5

Assoc in Science - Area 5

Assoc in Arts - Area 5

**Michigan Transfer Agreement - MTA**

MTA Social Science

**Request Course Transfer****Proposed For:**

Eastern Michigan University

University of Michigan

Other : EMU as general credit UofM as general credit Madonna Univ as general credit

**Student Learning Outcomes**

1. Explain how any American family can be explained in terms of systems theory: as a small group, with dynamically interacting parts, that interacts with and is affected by other groups and institutions in American society.

**Assessment 1**

Assessment Tool: Presentation

Assessment Date: Fall 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: Random sample of 50% of all students with a minimum of one full section

How the assessment will be scored: Rubric

Standard of success to be used for this assessment: 70% of students will score 100%

Who will score and analyze the data: Departmental faculty

2. Describe the concepts of roles, relationships, patterns of interaction and boundaries in an American family.

**Assessment 1**

Assessment Tool: Presentation

Assessment Date: Fall 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: Random sample of 50% of all students with a minimum of one full section

How the assessment will be scored: Rubric

Standard of success to be used for this assessment: 70% of students will score 100%

Who will score and analyze the data: Departmental faculty

3. Recognize effective methods of engaging family members.

**Assessment 1**

Assessment Tool: Presentation

Assessment Date: Fall 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: Random sample of 50% of all students with a minimum of one full section

How the assessment will be scored: Rubric

Standard of success to be used for this assessment: 70% of students will score 100%

Who will score and analyze the data: Departmental faculty

### Course Objectives

1. Identify the assumptions underlying systems theory.
2. Describe how social conditions (e.g., poverty, class inequalities) affect the functioning of the American family.
3. Recognize how conditions in the wider society contribute to problems commonly found in American families (for example, domestic violence and divorce).
4. Describe the family functioning in terms of the roles each family member is expected to perform.
5. Identify the boundaries that exist in an American family.
6. Demonstrate the ability to construct a genogram.
7. Demonstrate the ability to recognize strengths and resources in a family.
8. Identify "special situations" and developmental problems (e.g., the "blended" family) commonly experienced by American families.
9. Identify effective practices in engaging members of a family.
10. Identify ineffective practices in a beginning interaction with a family.
11. Explain what is meant by "detransformation," helping a family with enmeshment" and "helping a family with disengagement."
12. Explain how reframing can be helpful to a family.

### New Resources for Course

#### Course Textbooks/Resources

Textbooks

Collins, D., Jordan, C., Coleman, H.. *An Introduction to Family Social Work*, 3 ed. unknown, 0

Manuals

Periodicals

Software

#### Equipment/Facilities

Level III classroom

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
<b>Faculty Preparer:</b> <i>Will Teague</i>	<i>Faculty Preparer</i>	<i>Nov 20, 2019</i>
<b>Department Chair/Area Director:</b> <i>Starr Burke</i>	<i>Recommend Approval</i>	<i>Nov 21, 2019</i>
<b>Dean:</b> <i>Scott Britten</i>	<i>Recommend Approval</i>	<i>Nov 21, 2019</i>
<b>Curriculum Committee Chair:</b> <i>Lisa Veasey</i>	<i>Recommend Approval</i>	<i>Feb 19, 2020</i>
<b>Assessment Committee Chair:</b> <i>Shawn Deron</i>	<i>Recommend Approval</i>	<i>Feb 24, 2020</i>
<b>Vice President for Instruction:</b> <i>Kimberly Hurns</i>	<i>Approve</i>	<i>Feb 25, 2020</i>

Course Discipline Code & No: 500 HSW 225 Title: Family Social Work Effective Term Fall 2009  
 Division Code: MNB Department Code: BEH Org #: 11200  
 Don't publish:  College Catalog  Time Schedule  Web Page

Reason for Submission. Check all that apply.  
 New course approval  Reactivation of inactive course  
 Three-year syllabus review/Assessment report  Inactivation (Submit this page only)  
 Course change

Change information: Note all changes that are being made. Form applies only to changes noted.  
 Consultation with all departments affected by this course is required.  Total Contact Hours (total contact hours were: \_\_\_\_\_)  
 Course discipline code & number (was \_\_\_\_\_)\*  Distribution of contact hours (contact hours were: lecture: \_\_\_\_\_ lab \_\_\_\_\_ clinical \_\_\_\_\_ other \_\_\_\_\_)  
 \*Must submit inactivation form for previous course.  Pre-requisite, co-requisite, or enrollment restrictions  
 Course title (was \_\_\_\_\_)  Change in Grading Method  
 Course description  Outcomes/Assessment  
 Course objectives (minor changes)  Objectives/Evaluation  
 Credit hours (credits were: \_\_\_\_\_)  Other \_\_\_\_\_

Rationale for course or course change. Attach course assessment report for existing courses that are being changed. Minor changes in the wording of the course description and some course objectives have been made. The changes were made to make the description and objectives more clear and specific.

Approvals Department and divisional signatures indicate that all departments affected by the course have been consulted.

Department Review by Chairperson  New resources needed  All relevant departments consulted  
 Print: Chris Siehl Faculty/Preparer Signature: Chris Siehl Date: 12/11/2009  
 Dept. Chair Recommendation  Yes  No  
 Print: Starr Burke Department Chair Signature: Starr Burke Date: 12/14/09

Division Review by Dean  
 Request for conditional approval  
 Recommendation  Yes  No M. Slowatta DEC 16 2009  
 Dean's/Administrator's Signature Date

Curriculum Committee Review  
 Recommendation  Tabled  Yes  No Ala. Vass 6/11/10  
 Curriculum Committee Chair's Signature Date

Vice President for Instruction Approval  
Daphne Guffey 6.21.2010  
 Vice President's Signature Date  
 Approval  Yes  No  Conditional

Do not write in shaded area.  
 Log File  Copy  Banner  C&A Database  C&A Log File  Basic skills  Contact fee

Please return completed form to the Office of Curriculum & Assessment and email an electronic copy to [sjohn@wccnet.edu](mailto:sjohn@wccnet.edu) for posting on the website.

Cross-listed 20/ HSW 225 - updated both courses 6/10

MASTER SYLLABUS

\*Complete ALL sections which apply to the course, even if changes are not being made.

Course: HSW 225	Course title: Family Social Work
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<b>Credit hours:</b> <u>3</u> If variable credit, give range: _____ to _____ credits	<b>Contact hours per semester:</b> <table style="width:100%"> <tr> <td></td> <td style="text-align:center">Student</td> <td style="text-align:center">Instructor</td> </tr> <tr> <td>Lecture:</td> <td style="text-align:center"><u>45</u></td> <td style="text-align:center"><u>45</u></td> </tr> <tr> <td>Lab:</td> <td style="text-align:center">_____</td> <td style="text-align:center">_____</td> </tr> <tr> <td>Clinical:</td> <td style="text-align:center">_____</td> <td style="text-align:center">_____</td> </tr> <tr> <td>Practicum:</td> <td style="text-align:center">_____</td> <td style="text-align:center">_____</td> </tr> <tr> <td>Other:</td> <td style="text-align:center">_____</td> <td style="text-align:center">_____</td> </tr> <tr> <td><b>Totals:</b></td> <td style="text-align:center"><u>45</u></td> <td style="text-align:center"><u>45</u></td> </tr> </table>		Student	Instructor	Lecture:	<u>45</u>	<u>45</u>	Lab:	_____	_____	Clinical:	_____	_____	Practicum:	_____	_____	Other:	_____	_____	<b>Totals:</b>	<u>45</u>	<u>45</u>	<b>Are lectures, labs, or clinicals offered as separate sections?</b> <input type="checkbox"/> Yes - lectures, labs, or clinicals are offered in separate sections <input checked="" type="checkbox"/> No - lectures, labs, or clinicals are offered in the same section	<b>Grading options:</b> <input type="checkbox"/> P/NP (limited to clinical & practica) <input type="checkbox"/> S/U (for courses numbered below 100) <input checked="" type="checkbox"/> Letter grades
	Student	Instructor																						
Lecture:	<u>45</u>	<u>45</u>																						
Lab:	_____	_____																						
Clinical:	_____	_____																						
Practicum:	_____	_____																						
Other:	_____	_____																						
<b>Totals:</b>	<u>45</u>	<u>45</u>																						

**Prerequisites. Select one:**

College-level Reading & Writing     
  Reduced Reading/Writing Scores (Add information at Level I prerequisite)     
  No Basic Skills Prerequisite (College-level Reading and Writing is **not** required.)

**In addition to Basic Skills in Reading/Writing:**

Level I (enforced in Banner)

Course	Grade	Test	Min. Score	Concurrent Enrollment <small>(Can be taken together)</small>	Corequisites <small>Must be enrolled in this class also during the same semester)</small>
<input type="checkbox"/> and <input checked="" type="checkbox"/> or HSW 100	<u>C</u>	_____	_____	<input type="checkbox"/>	_____
<input type="checkbox"/> and <input type="checkbox"/> or SOC 100	<u>C</u>	_____	_____	<input type="checkbox"/>	_____
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____	<input type="checkbox"/>	_____
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____	<input type="checkbox"/>	_____

Level II (enforced by instructor on first day of class)

Course	Grade	Test	Min. Score
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____

**Enrollment restrictions (In addition to prerequisites, if applicable.)**

and  or Consent required     
  and  or Admission to program required     
  and  or Other (please specify): \_\_\_\_\_  
 Program: \_\_\_\_\_

**Please send syllabus for transfer evaluation to:**  
 Conditionally approved courses are not sent for evaluation.  
 Insert course number and title you wish the course to transfer as.

E.M.U. as general elective credit       \_\_\_\_\_ as \_\_\_\_\_  
 U of M as general elective credit       \_\_\_\_\_ as \_\_\_\_\_  
 Madonna Univ as general elective credit       \_\_\_\_\_ as \_\_\_\_\_

MASTER SYLLABUS

<p><b>Course</b> HSW 225</p>	<p><b>Course title</b> Family Social Work</p>	
<p><b>Course description</b> State the purpose and content of the course. Please limit to <u>500</u> characters.</p>	<p>This course introduces students to the theory and practice of social work with families. Students will learn how to describe American families as social systems, how to describe the structure of a family and how to identify common patterns in family functioning. Common problems and special circumstances in family functioning will be addressed. Students will learn to identify effective ways to engage families. Basic social work interventions with families will be described.</p>	
<p><b>Course outcomes</b> List skills and knowledge students will have after taking the course.</p> <p><b>Assessment method</b> Indicate how student achievement in each outcome will be assessed to determine student achievement for purposes of course improvement.</p>	<p><b>Outcomes</b> (applicable in all sections)</p> <ol style="list-style-type: none"> <li>1) State how any American family can be explained in terms of systems theory: as a small group, with dynamically interacting parts, that interacts with and is affected by other groups and institutions in American society.</li> <li>2) Describe the concepts of roles, relationships, patterns of interaction and boundaries in an American family.</li> <li>3) State effective methods of engaging family members.</li> <li>4) Identify three basic social work interventions with families.</li> </ol>	<p><b>Assessment</b> Methods for determining course effectiveness</p> <p>Departmental review of assessment instrument: written response to prompt. See attachment A</p> <p>Departmental review of sections 2b, 2c, 2d, and 2e in required major paper: see attachment B</p> <p>Response to prompt: see Attachment C</p> <p>Response to short essay test: see Attachment D</p>
<p><b>Course Objectives</b> Indicate the objectives that support the course outcomes given above.</p> <p><b>Course Evaluations</b> Indicate how instructors will determine the degree to which each objective is met for each student.</p>	<p><b>Objectives</b> (applicable in all sections)</p> <p>Note: Instructional objectives one, two and three support Outcome 1.</p> <ol style="list-style-type: none"> <li>1) Identify the assumptions underlying systems theory.</li> <li>2) Describe how social conditions (e.g., poverty; class inequalities) affect the functioning of the American family.</li> <li>3) Recognize how conditions in the wider society contribute to problems commonly found in American families (for example, domestic violence and divorce).</li> </ol> <p>Note: Instructional objectives four through eight support Outcome 2.</p> <ol style="list-style-type: none"> <li>4) Describe family functioning in terms of the roles each family member is expected to perform.</li> <li>5) Identify the boundaries that exist in an American family.</li> <li>6) Demonstrate the ability to construct a genogram.</li> <li>7) Demonstrate the ability to recognize strengths and resources in a family.</li> <li>8) Identify "special situations" and developmental problems (e.g., the "blended" family) commonly experienced by American families.</li> </ol> <p>Note: Instructional objectives nine and ten support Outcome 3.</p> <ol style="list-style-type: none"> <li>9) Identify effective practices in engaging members of a family.</li> </ol>	<p><b>Evaluation</b> Methods for determining level of student performance of objectives</p> <p>Short-answer response in an evaluation setting</p> <p>Extended student-created presentation</p> <p>Short answer response in an evaluation setting</p> <p>Short answer response in an evaluation setting</p> <p>Short answer response in an evaluation setting.</p> <p>Create an in-class genogram</p> <p>Extended student-created presentation</p> <p>Short answer response in an evaluation setting</p> <p>Written response to in-class prompt</p>

MASTER SYLLABUS

	10) Identify ineffective practices in a beginning interaction with a family. Note: Instructional objectives eleven and twelve support Outcome 4. 11) Explain what is meant by "detrangulation", "helping a family with enmeshment" and "helping a family with disengagement." 12) Explain how reframing can be helpful to a family.	Written response to short essay question  Written response to short essay question
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List all new resources needed for course, including library materials.

<b>Student Materials:</b>		<b>Estimated costs</b>
List examples of types Texts Supplemental reading Supplies Uniforms Equipment Tools Software	An Introduction to Family Social Work: Donald Collins, Cathleen Jordan, Heather Coleman: third edition.	\$ 80.00

**Equipment/Facilities:** Check all that apply. (All classrooms have overhead projectors and permanent screens.)

Check level only if the specified equipment is needed for all sections of a course.

<input type="checkbox"/> Level I classroom Permanent screen & overhead projector  <input type="checkbox"/> Level II classroom Level I equipment plus TV/VCR  <input checked="" type="checkbox"/> Level III classroom Level II equipment plus data projector, computer, faculty workstation	<input type="checkbox"/> Off-Campus Sites <input type="checkbox"/> Testing Center <input type="checkbox"/> Computer workstations/lab <input type="checkbox"/> ITV <input type="checkbox"/> TV/VCR <input type="checkbox"/> Data projector/computer <input type="checkbox"/> Other _____
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<b>Assessment plan:</b>				
Learning outcomes to be assessed (list from Page 3)	Assessment tool	When assessment will take place (semester & year)	Course section(s)/other population	Number students to be assessed
State how any American family can be explained in terms of systems theory: as a small group, with dynamically interacting parts, that interacts with and is affected by other groups and institutions in American society.	Written response to prompt: see Attachment A	Fall 2010 and every 3 years thereafter	Random sample of 50% of students drawn from each section.	Minimum of ten students.
Describe the concepts of roles, relationships, patterns of interaction and boundaries in an American family.	Assessment of sections 2c, 2d and 2e from required "major paper": see Attachment B	Fall 2010 and every 3 years thereafter	Random sample of 50% of students drawn from each section.	Minimum of ten students.
State effective methods of engaging family members.	Written response to prompt: see Attachment C	Fall 2010 and every 3 years thereafter	Random sample of 50% of students from each section.	Minimum of ten students.
Identify three basic social work interventions with families.	Written response to prompt in an evaluation setting: see Attachment D	Fall 2010 and every 3 years thereafter	Random sample of 50% of students drawn from each section.	Minimum of ten students.

MASTER SYLLABUS

**Scoring and analysis of assessment:**

1. Indicate how the above assessment(s) will be scored and evaluated (e.g. departmentally developed rubric, external evaluation, other). Attach the rubric/scoring guide.

Please see attached draft of assessment instruments and rubrics, developed by Human Services faculty.

2. Indicate the standard of success to be used for this assessment.  
Outcome 1: 70% of students will score three points or higher on the outcome 1 assessment instrument.  
Outcome 2: 70% of students will score two points or higher on the outcome 2 assessment instrument.  
Outcome 3: 70% of students will score three points or higher on the outcome 3 assessment instrument.  
Outcome 4: 70% of students will score two points or higher on the outcome 4 assessment instrument.
3. Indicate who will score and analyze the data (data must be blind-scored).  
Behavioral Sciences faculty will blind-score the documents.
4. Explain the process for using assessment data to improve the course.  
Assessment results will be shared in writing the following semester with the department. Areas of weakness will be identified and strategies implemented to resolve these issues.