

Prefix and Course Number: SWK 3800

METROPOLITAN STATE COLLEGE OF DENVER  
Office of Academic Affairs

**REGULAR COURSE SYLLABUS**

School of : Letters, Arts and Letters

Department: Social Work

CIP Code: 44.0701

Semester(s) Offered: Spring

Prefix & Course Number: SWK3800

Crosslisted With\*: None

Course Title: Family Preservation in Social Work

Check All That Apply: Required for Major:  Required for Minor:  Specified Elective:  Required

for Concentration:  Elective:  Service Course:

Credit Hours: 3 (3+0)

Contact Hours: Lecture 45 Lab \_\_\_\_\_ Internship \_\_\_\_\_ Practicum \_\_\_\_\_

Schedule Type(s): L & J Grading Mode(s): L

Repeat\* (Variable topics): \_\_\_\_\_

\*(Pertinent only if the course can be repeated; enter maximum number of hours that can be earned by taking this course.)

Restrictions (Variable Topics Course): \_\_\_\_\_

Prerequisite(s): SWK1010 or permission of the instructor

Corequisite(s): None

Prerequisite(s) or Corequisite(s):

Banner Enforced:

Prerequisite(s):

Corequisite(s):

Prerequisite(s) or Corequisite(s):

Catalog Course Description:

Family Preservation is the current model of practice used throughout child welfare and child protection services. This course focuses on the principles and practices of culturally sensitive, family, preservation as it relates to the beginning professional. Knowledge and skills related to building family partnerships, family assessment,

APPROVED:

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Department Chair/Institute Director

Date

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Dean

Date

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Associate VP, Academic Affairs

Date

\*If crosslisted, attach completed Course Crosslisting Agreement Form

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planning, and support through in-home services, life skills models, specialized responses to difficult populations, and service coordination are emphasized.

**Required Reading and Other Materials will be equivalent to (Title, Author, Publisher, Copyright Date):**

Keeping Families Together: The Homebuilders Model by J. Kinney, D. Haapala, and C. Booth, Hawthorne, NY: Aldine de Gruyter, 1991 or a current edition

**Specific (Measurable) Student Behavioral Learning Objectives:**

Upon completion of this course the student should be able to:

1. Apply the values and ethics of social work practice as it relates to providing support and coordinating services for families currently served in the child welfare, child protection system.
2. Demonstrates awareness of personal value biases that could negatively impact families.
3. Demonstrate knowledge of the legal definitions of child abuse and neglect related policies and procedures.
4. Identify the physical, emotional, and behavioral indicators of child physical, sexual, emotional abuse, and neglect.
5. Identify differences in traditional, culturally based discipline and child rearing practices among cultures and identify the differences between culturally different and abusive behavior.
6. Practice intervention that focus on supporting parents in the area with stress, anger and time management, problem-solving, promoting positive parent-child interactions, developing a support system, and handling children with difficult behaviors or emotional problems through in-home services or family visitation observation.
7. Identify and recognize specific resources available to families in need of social, economic, and emotional supports, including those roles related to domestic violence and substance abuse.
8. Apply the roles of beginning and generalist social workers that provide support to families in the child welfare, child protection system.
9. Apply family support practice assumptions and the strengths perspective throughout the identification, assessment, intervention, and evaluation stages of practice.
10. View services coordination as a process of bringing people and organizations together to effectively empower families and collaboratively offer gender and culturally sensitive services.

**Detailed Outline of Course Content (Major Topics and Subtopics) or Outline of Field Experience/Internship (experience, responsibilities and supervision):**

- I. Family Support in Social Work
  - A. Values and Ethics
  - B. Strengths and Needs
  - C. Family Preservation Philosophy and Model
  - D. Voluntary and Involuntary Clients
  - E. Stages of Family Supports
    1. Beginning
    2. Assessment

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3. Intervention
4. Termination
5. Evaluation

## II. Child Welfare, Child Protection

- A. Child Abuse and Neglect
  1. Laws
  2. Definitions
  3. Policies and Procedures
  4. Role of the Court
- B. Record keeping
  1. Treatment Plans
  2. Individualized Family Support Plans
  3. Case Notes
- C. Professional Roles
  1. Child Welfare Caseworker
  2. In-home Specialist, case Aide and Parent Educator
  3. Use of Supervision
  4. Intra-Agency Coordination
  5. Inter-Agency Coordination
- D. Discipline and Child Rearing Practices
  1. Traditional
  2. Culturally Based
  3. Abusive Behavior

## III. Family Preservation Interventions that Help Parents Learn

- A. Coping with Stress
- B. Anger Management
- C. Time Management
- D. Problem-Solving
- F. Developing Support Systems
- G. Handling Children with Difficult Behaviors or Emotional Problems

## IV. Family Preservation Models of Practice

- A. In Home Services
- B. Family Visitation Specialist
- C. Resource Identification
- D. Service Coordination

**Evaluation of Student Performance:** Participation in Discussions and Activities, Write an Individualized Family Service Plan, Mid-Term Examination, and Final Examination.