

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	<u>Social Work</u>
COURSE RUBRIC AND NUMBER	<u>CMSW 1353</u>
COURSE TITLE	<u>Families Intervention Strategies</u>
COURSE CREDIT HOURS	<u>3 3 : 0</u> Credits Lec Lab

I. Catalog Description

Studies the family dynamics and current intervention strategies. Studies the basic structure and function of the American family and its transformation, including the influence of the family on its members, development of personality, and its communication patterns. Examines areas of possible intervention, as well as how the family relates to the social environment. **(3:0)**.

II. Course Objectives

- A. Unit I. Changing Families; Family Systems Theory
 - 1. Discuss Systems Theory as it pertains to the “traditional” American family.
 - 2. Identify demographic changes and the impact on the family.
 - 3. Discuss the implications of changes in families for social workers.
 - 4. Discuss and demonstrate interventions focusing on nontraditional families.

- B. Unit II. Working with Single-Parent-Led and Remarried Families
 - 1. Demonstrate an understanding of concepts and skills necessary to work with the single-parent-led family.
 - 2. Demonstrate an understanding of concepts and skills necessary to work with remarried families.

- C. Unit III. Working with Cohabiting Couples and Dual-Career Families
 - 1. Discuss and demonstrate an understanding of concepts and skills necessary to work with cohabiting heterosexual couples.
 - 2. Discuss and demonstrate an understanding of concepts and skills necessary to work with gay and lesbian couples.
 - 3. Discuss and demonstrate an understanding of concepts and skills necessary to work with dual-career families.
 - 4. Demonstrate interview, assessment and counseling guidelines for each family type.

- D. Unit IV. Working Ethically and Sensitively with Families Regarding Ethnicity, Gender, and Age
 - 1 Discuss and demonstrate knowledge and skills regarding ethical conduct with marriage and family interventions.
 - 2. Outline the process for establishing and maintaining ethnic, gender and age sensitivity and skill and demonstrate these in a family intervention context.

III. THECB Learning Outcomes (WECM)

1. Distinguish between major theories of assessment, intervention, and treatment.
2. Develop self- awareness as connected to the family system.

IV. Evaluation

The course may be taught using a combination of lecture, class discussion, in-class group exercises, videos, and guest speakers. The Instructor may place articles on reserve at the Library for students to read. Additional handouts and materials will be provided by the Instructor.

A. Activities

Evaluation activities will be established by each individual teaching a course in the Social Work Program. Instructor will choose those evaluation methods she/he determines as most appropriate for the particular course she/he is teaching. Evaluation methods may include, but are not limited to, written exams, individual or group projects demonstrations, oral presentations, a written journal, quizzes, or written assignments.

B. Grading Scale

A = 90 - 100 points
B = 80 - 89 points
C = 70 - 79 points
D = 60 - 69 points*
F = 59 and below*

* If these grades are earned, the student is encouraged to seek consultation with the instructor.

V. Disability Statement (American with/Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.