

Family Practice Concentration

Students wishing to work primarily with individuals and families will elect the Family Practice Concentration. Upon graduation, the new MSW will have the knowledge and skills to work in child welfare agencies, family service agencies, mental health clinics, health-care organizations, family violence service agencies, substance abuse prevention and treatment programs or correctional organizations.

The following tables summarize the Family Practice concentration curriculum for full-time and part-time students. Generally, students take 9-12 hours per regular semester and 3-6 hours in the summer. Summer courses may include SW 5350, electives or practicum.

Family Practice Concentration Full-Time Students	
Year 1	Year 2
<p style="text-align: center;"><u>Fall</u> (15 credit hours)</p> <ul style="list-style-type: none"> • SW 5100 Generalist Social Work Practice(3) • SW 5350 Social Work & Human Service Organizations (3) • SW 5410 Research Methods & Analysis I (3) • SW 5500 Foundations of Human Behavior in the Social Environment (3) • SW 5700 Diversity and Social Justice (3) 	<p style="text-align: center;"><u>Fall</u> (15 credit hours)</p> <ul style="list-style-type: none"> • SW 5450 Research Methods & Analysis II (3) • SW 6150 Theory and Practice with Families (3) • SW 6160 Advanced Interventive Strategies Across the Life Span (3) • SW 6800 Graduate Field Practicum II (3) • Elective (3)
<p style="text-align: center;"><u>Spring</u> (15 credit hours)</p> <ul style="list-style-type: none"> • SW 5200 Social Policy and Social Services (3) • SW 5300 Community Practice and Social Change (3) • SW 5800 Graduate Field Practicum I (4) • SW 5801 Graduate Field Practicum Seminar (2) • Elective (3) 	<p style="text-align: center;"><u>Spring</u> (15 credit hours)</p> <ul style="list-style-type: none"> • SW 6200 Family Policy (3) • SW 6400 Practice and Program Evaluation (3) • SW 6850 Graduate Field Practicum III (3) • Electives (6)

Family Practice Concentration
Part-Time Students

Year 1	Year 2	Year 3	Year 4
<p align="center"><u>Fall</u> (6 credit hours)</p> <ul style="list-style-type: none"> SW 5100 Generalist Social Work Practice (3) SW 5500 Foundations of Human Behavior in the Social Environment (3) 	<p align="center"><u>Fall</u> (6 credit hours)</p> <ul style="list-style-type: none"> SW 5350 Social Work & Human Service Organizations (3) SW 5410 Research Methods & Analysis I (3) 	<p align="center"><u>Fall</u> (9 credit hours)</p> <ul style="list-style-type: none"> SW 6150 Theory and Practice with Families (3) SW 6160 Advanced Interventive Strategies Across the Life Span (3) Elective(3) 	<p align="center"><u>Fall</u> (6 credit hours)</p> <ul style="list-style-type: none"> SW 6800 Graduate Field Practicum II (3) Elective (3)
<p align="center"><u>Spring</u> (9 credit hours)</p> <ul style="list-style-type: none"> SW 5200 Social Policy and Social Services (3) SW 5300 Community Practice & Social Change (3) SW 5700 Diversity and Social Justice (3) 	<p align="center"><u>Spring</u> (9 credit hours)</p> <ul style="list-style-type: none"> SW 5450 Research Methods & Analysis II (3) SW 5800 Graduate Field Practicum I (4) SW 5801 Graduate Field Practicum Seminar (2) 	<p align="center"><u>Spring</u> (6 credit hours)</p> <ul style="list-style-type: none"> SW 6200 Family Policy (3) Elective (3) 	<p align="center"><u>Spring</u> (9 credit hours)</p> <ul style="list-style-type: none"> SW 6400 Practice and Program Evaluation (3) SW 6850 Graduate Field Practicum III (3) Elective (3)

It is anticipated that students who successfully complete the concentration will have gained knowledge in, and be able to demonstrate, the following Practice Behaviors:

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

- Demonstrate professional use of self with client(s)
- Develop, manage and maintain therapeutic relationships with clients within the person-in-environment and strengths perspective
- Understand and identify professional strengths, limitations and challenges

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

- Apply ethical decision-making skills and frameworks to issues specific to social work with individuals, families and groups
- Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being
- Employ strategies of ethical reasoning to address the use of technology in clinical practice and its impact on client rights

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations
- Evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and evaluation tools for use with various target populations
- Share professional judgments with other social workers and professionals from other disciplines, in both written and verbal formats

Educational Policy 2.1.4—Engage diversity and difference in practice

- Research and exchange with multi- or interdisciplinary colleagues, current information about best clinical practices with diverse populations
- Identify and use practitioner/client differences from a strengths perspective
- Work effectively with the diverse populations living in a metropolitan region

Educational Policy 2.1.5—Advance human rights and social and economic justice

- Assess how issues of privilege, social injustice and inequities in access to resources play a role in client difficulties and use this knowledge to guide treatment planning and intervention
- Utilize an integrative, anti-oppressive perspective to promote equitable access to services for diverse populations

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research

- Use research findings and evidence-based practices in assessment of and practice with clients
- Evaluate own practice using methods that are empirically valid and reliable, and disseminate findings through presentations (oral), papers (written) and other modalities (blogs)

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment

- Synthesize and differentially apply theories of human behavior in the social environment to guide clinical practice
- Use bio-psycho-social-spiritual theories and multi-axial diagnostic classification systems in formulation of comprehensive assessments
- Understand when and how to consult with medical professionals to confirm diagnoses and/or to monitor medication in the treatment process

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services

- Use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being
- Advocate with and inform administrators and legislators to influence policies that affect clients and their access to services
- Communicate to stakeholders the implications of policies and policy changes in the lives of clients

Educational Policy 2.1.9—Respond to contexts that shape practice

- Assess the quality of client's interactions within their social contexts paying special attention to how technological, political, legal, economic and environmental changes affect client engagement and treatment
- Work collaboratively with clients and/or others to plan or bring about systemic change

Educational Policy 2.1.10(a)--Engagement

- Develop a culturally responsive therapeutic relationship
- Establish a relationally based process that encourages clients to be equal partners in the establishment of treatment goals and expected outcomes

Educational Policy 2.1.10(b)—Assessment

- Use multi-dimensional assessment tools or approaches to plan interventions that take into account clients' coping strategies and willingness to change
- Select and modify interventions based on continuous assessment of client progress

Educational Policy 2.1.10(c)—Intervention

- Critically evaluate, select and apply best practices and evidence-based interventions
- Demonstrate the use of appropriate interventions for the range of concerns identified in the assessment, including crisis intervention as needed

Educational Policy 2.1.10(d)—Evaluation

- Apply research skills to evaluate practice
- Use practice evaluation to develop best interventions for a range of conditions