



University of Nicosia, Cyprus  
Social Work Programme

<b>Course Code</b> SOWK- 303	<b>Course Title</b> Social work with Families	<b>Credits (ECTS)</b> 5
<b>Department</b> Social Sciences	<b>Semester</b> Spring,	<b>Prerequisites</b> SOWK-210-220-230
<b>Type of Course</b> Major Requirement	<b>Field</b> Social Work	<b>Language of Instruction</b> Greek
<b>Level of Course</b> 1st Cycle	<b>Year of Study</b> 4 <sup>th</sup>	<b>Lecturer</b> Dr Panayiotopoulos Christos/Mr. Loris Neocleous
<b>Mode of Delivery</b> face-to-face	<b>Work Placement</b> N/A	<b>Co-requisites</b> None

### Objectives of the Course

<p>The main objectives of the course are to:</p> <ul style="list-style-type: none"><li>• Introduce social work students to a developmental perspective, beginning with theories and ideas about what constitutes a 'family', and looking at the different pressures and influences that affect family functioning and development.</li><li>• Discuss and present thoroughly theories underpinning assessment and intervention with families and how factors such as race, class, culture and identity influence not only the kind of interventions to be undertaken, but also whether they are going to be successful or not.</li><li>• Introduce students to a number of different models of family intervention, exploring the knowledge and skills that are needed to deliver the intervention effectively, and also evaluation of the outcomes of the intervention</li></ul>
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### Learning Outcomes:

<p>After completion of the course students are expected to be able to:</p> <ol style="list-style-type: none"><li>1. Assess families using measures and tools in their day to day practice.</li><li>2. Demonstrate interprofessional practice in the area of social work practice with families</li><li>3. Measure and evaluate social work methods and interventions in various settings and use tools and clinical measures in the assessment phase</li><li>4. Assess how individuals cope with the pressures of living, how they develop and, in some circumstances, become dysfunctional, fail or break down</li><li>5. Demonstrate how social factors such as nationality, religious, age, sex and other affect family functioning</li><li>6. Critically discuss the barriers that cause difficulties in social work with families</li></ol>
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**Course Contents:**

**I The Family as a unit of Society**

What are families for? Why do people form relationships, get married and have children? The sociological and historical perspectives on the development of the notion of 'family' are examined, together with some of the contemporary influences and pressures on modern families and how, for some families, this leads to the development of serious problems.√

**II 'Normal' Families**

Different models of 'normality' in families are examined, together with the influence of modern trends on family formation and family functioning. Family Systems Theory is presented as a means of understanding normal family function and dysfunction. Some myths about the modern family are presented for exploration and discussion.

**III The Family Life Cycle**

The developmental processes of a family are important to understanding how problems develop with the family, what form they take, how they are maintained, and how they are responded to. The six stages of the family life cycle are each explored in some detail to aid the understanding of the emotional problems that people develop as they move together through this basic process.

**IV Atypical Families**

Having considered what may be considered to be 'normal' families within modern, Western society, we look at some examples of atypical families where their structure, history and context may lead them to be regarded as different. Examples we will consider are adoptive families, and families where their cultural or religious diversity may set them apart from their host society. We will look at ethnic and cultural diversity as an important mediator of family and moral values.

**V Family Assessment (Part A)**

Family assessment is considered from a systems perspective. We will consider families that have 'optimal' functioning and are often held up as the 'ideal' family, those with 'adequate' functioning (which most closely approximates what is considered 'normal' in society), 'mid-range' families where problems can be anticipated, and 'dysfunctional' families where problems are common. We will also consider the importance of family structure, family history, family system, family life cycle and family context in making a thorough assessment. We will also consider the 'strengths perspective', a model that avoids a problem-focused assessment, concentrating instead on identifying a family's strengths and positive attributes.

**VI Family Assessment (Part B)**

This session will focus on the use of rating scales in assessing individuals and families. In a society where the resources for Health and Social Care are under heavy demand, policy makers and service planners are constantly looking for evidence of effectiveness in the services that they provide. This session will look at some of the most commonly used measures derived from treatment trials undertaken with adults, children and families. Their strengths and limitations will be examined, but particularly their effectiveness as tools that social workers might use in their day to day practice.



<p><b>VII Introduction to Family Therapy</b>  A general introduction to family therapy and its development. In this latter part of the series we will look at four models of family therapy in some detail in order to understand their theoretical origins, key concepts, key clinical skills, and the similarities and differences between each of the models</p> <p><b>VIII (a) Psychodynamic and transgenerational family therapy</b>  Unlike subsequent models of family therapy, the psychodynamic and transgenerational approach focuses very specifically on the family history, seeing current problems as a manifestation of unresolved family difficulties from the past. Involving different generations in the therapy provides an opportunity to explore some of these issues, to achieve a better understanding of them, and to move on.</p> <p><b>IX (b) Structural family therapy</b>  Structural family therapy deals with the family structure, its system and subsystems, and the boundaries between the different systems. The structural model is one that most professionals feel familiar and comfortable with because the therapist is able to take a very active and directive role with the family, and to challenge dysfunctional elements directly.</p> <p><b>X (c) Strategic family therapy</b>  The strategic model of family therapy concerns itself less with the structure of the family but more with the family hierarchy and the distribution of power within the family system. The interactional sequences between family members are regarded as the major focus of the strategic approach, in particular those 'solutions' that have now become part of the problem.</p> <p><b>XI (d) Systemic family therapy</b>  The Milan systemic model of family therapy is probably one of the most recent although it has been around now for about 30 years. This approach addresses the whole family system and aims to develop a hypothesis about their current problem that encompasses the roles, relationships and responsibilities of all the family members.</p> <p><b>XII Review and evaluation</b>  We will make time either during or at the end of the teaching series to look back over the series with the student group, and evaluate their experience of the teaching that has been received. Teaching is not a static process, nor should students be passive to it. Student opinion will be important therefore in modifying, restructuring or changing parts of the teaching series so that students continue to derive the most benefit from the series.</p>
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**Teaching Methods:**

Lectures, , structured and guided diagnostic case discussion, Case Analysis (movies)
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**Assessment Methods:**

Homework, Mid-Term, Final Exam,
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**Required Textbooks:**

Authors	Title	Publisher	Year	ISBN
T6aNrrapArj, Ava6Ta6fa	H ypuXavaAuTiKrj rpro6eyyi6r) Tr)S oiKoyeveiaS	A6rjva : ATparroS,	2004.	9606622053 11.20
Zacpefpr)S,	OiKoyeveiaKrj	A6rjva	1999.	9603448796



# UNIVERSITY OF NICOSIA

## ΠΑΝΕΠΙΣΤΗΜΙΟ ΛΕΥΚΩΣΙΑΣ

Αλέξανδρος Γ.	θεραπεία :θεωρία και πρακτικές εφαρμογές	: Ελληνικά Γράμματα,		
Αλεξάνδρα Βεργέτη	Κοινωνική εργασία Νεοοικογένειες σε κρίση	Αθήνα: Τόπος	2009	978-960-6863-38-7
Walsh F(Ed)	<b>Normal Family Processes.</b> Second Edition.	New York. The Guilford Press	(1993)	