

# **FROM FAMILIES TO GROUPS AND CULTURALLY COMPETENT SOCIAL WORK PRACTICE**

**SPRING 2025 SOWK 487W WEEK 05**

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# **WEEK 05 AGENDA**

**WHAT'S THE PLAN TODAY**

**Time to work on group presentation together**

**Considering Genograms/Eco-Maps**

**Social-Ecological Framework of Resilience**

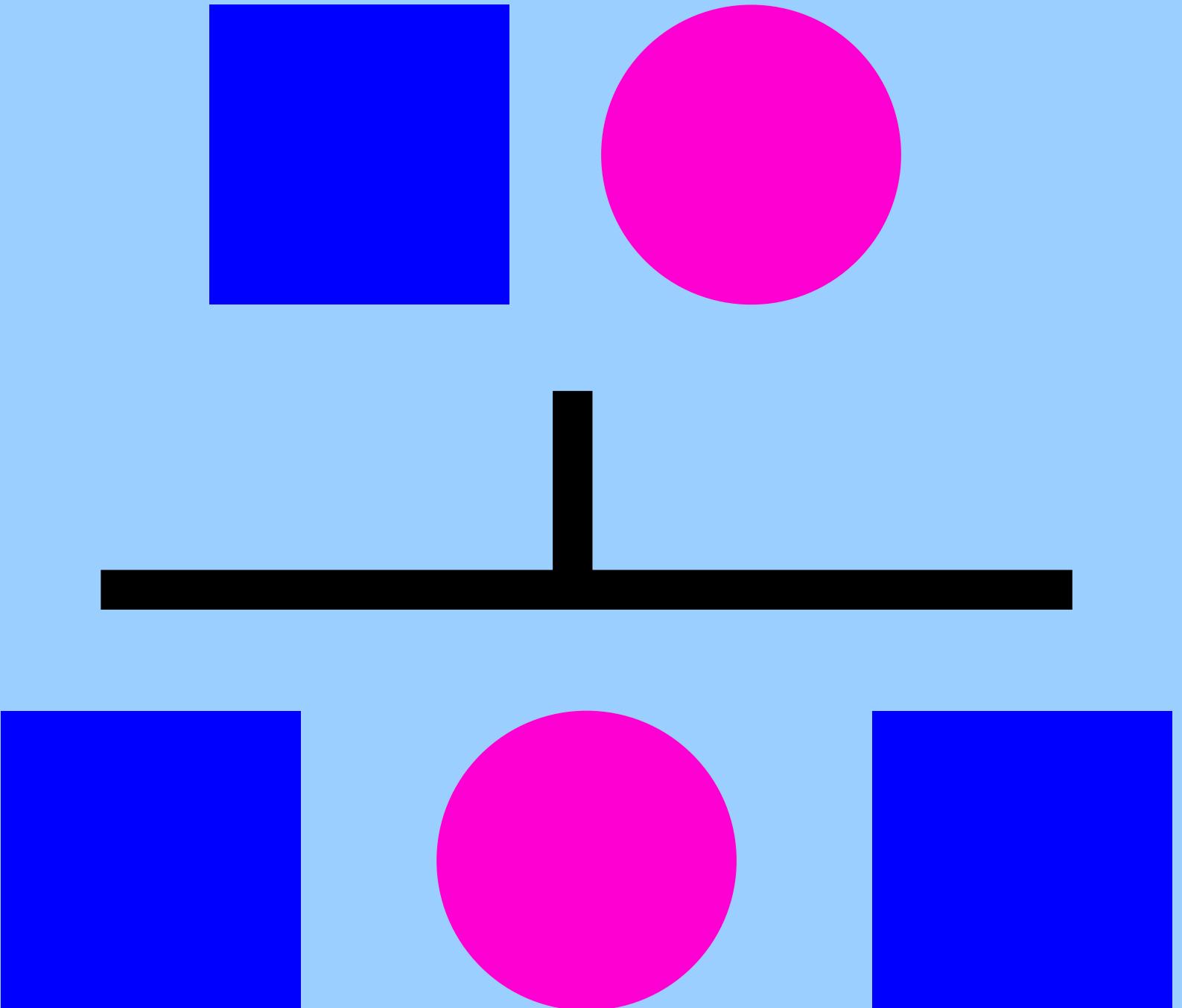
**Activity to examine our judgments of others**

**Overviews of various cultural groups**

**Culturagrams**

# **FAMILY TREATMENT PRESENTATIONS**





# **MAKING A FAMILY GENOGRAM AND ECO-MAP**

Working in small groups, develop a genogram for a family from a movie. After you have developed the genogram, the best that you can from what you know, add some aspects of an eco-map to it. Finally, you will have an opportunity to share your work with your peers.

# **SOCIAL ECOLOGICAL FRAMEWORK OF RESILIENCE**

## **IN WORKING WITH LGBTQ YOUTH**

**To promote the capacity of  
LGBTQ youth to navigate  
their ways to well-being in  
the face of adversity**

## **MICRO PRACTICE**

- Assist youth in cultivating skills to assess and navigate safety across contexts.
- Empower youth to make use of their personal agency in identifying needs and goals and making life decisions.
- Support youth in navigating oppression related to their LGBTQ and other marginal social identities.

(Asakura, 2016)

# **SOCIAL ECOLOGICAL FRAMEWORK OF RESILIENCE**

## **IN WORKING WITH LGBTQ YOUTH**

**To build or restore capacity among families, schools, and other relevant resources to better support LGBTQ youth**

# **MEZZO PRACTICE**

- Engage the families of LGBTQ youth, and their teachers, peers, and community groups in building or restoring their capacity to support youth.
- Engage social service agencies to build greater capacity to offer affirmative services to LGBTQ youth.

(Asakura, 2016)

# **SOCIAL ECOLOGICAL FRAMEWORK OF RESILIENCE**

## **IN WORKING WITH LGBTQ YOUTH**

**To advocate for relevant social and policy-level changes to prevent system-level oppression that poses risks to LGBTQ youth**

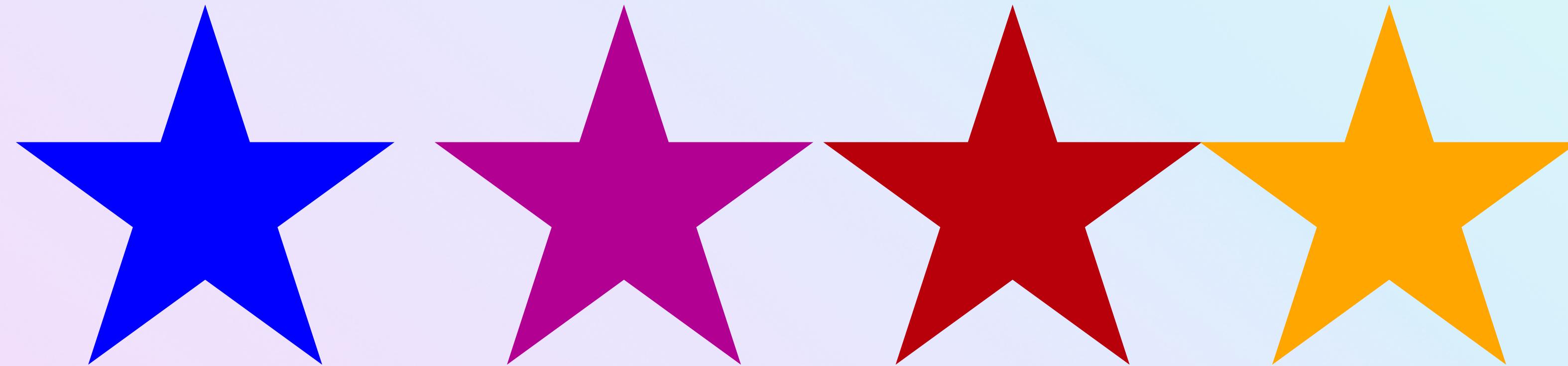
- Advocate for funding for relevant resources for LGBTQ youth.
- Advocate for legal rights and protection for LGBTQ people.
- Engage in social action to eradicate oppression against LGBTQ people.

## **MACRO PRACTICE**

(Asakura, 2016)

# **“COMING OUT” STARS ACTIVITY**

**TO EXAMINE OUR JUDGEMENTS OF OTHERS IN A SAFE AND PRODUCTIVE WAY AND EXPLORE THE IMPORTANCE OF SELF-IDENTIFICATION**



# WHAT STANDS OUT

## MENTAL HEALTH RESOURCES FOR BLACK, INDIGENOUS, AND PEOPLE OF COLOR

**Review the website to the right. There are overviews for the following communities**

- Black/African American Communities
- Native And Indigenous Communities
- Latinx/Hispanic Communities
- Asian American/Pacific Islander Communities
- Multiracial Communities
- Arab/Middle Eastern/Muslim/South Asian Communities

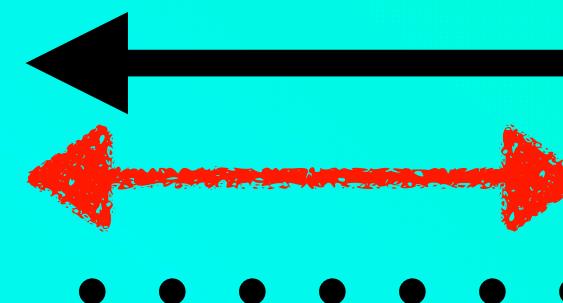
With the given area, review the overview and some information. **What is relevant information for working with families and groups with this population?** Prepare some information to share back with the group.



<https://www.mhanational.org/bipoc>

# CULTURAGRAM

A **culturagram** is a graphical representation of culture on an individual family member. These interactions, made up similar to an eco-map



**Contract with cultural institutions**

**Reasons for immigration**

**Time in county**

**Family, education, and work values**

**Legal status**

**Impact of crisis events**

**Age of family members at time of immigration**

**Holidays and special events**

**Health beliefs**

**INDIVIDUAL MEMBER**