

**THE UNIVERSITY OF TENNESSEE, KNOXVILLE
COLLEGE OF SOCIAL WORK**

**SW 570 – Evidence-based Practice with Families
Section Number 003
3 credit hours
Spring 2018**

Prerequisite(s): 510, 512, 513, 519, 522, 537, 538, and 539

Instructor: Katie Veit

Phone: 615-306-8044 (cell)

Class Time: Online

Email: kdorough@utk.edu

Office Hours: Wednesdays: 12 p.m.-1 p.m. or by appointment

Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*).

University Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>

Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Dimensions of Diversity

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), "the dimensions of

diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Course Description

This course is one of three concentration selectives. This course covers evidence supported theories and practice techniques that promote family resiliency. Diverse and non-traditional families are considered including gay or lesbian families, foster families, and kinship care. Attention is given to differences in families across culture, race, and ethnicity. Special topics such as domestic violence, child abuse and neglect, divorce and separation, substance abuse, mental illness, chronic illness, disability, and loss are covered within a family contextual framework. In the course, students are encouraged to think critically about ethical practice with at-risk families.

Course Rationale

Regardless of practice setting, social workers commonly provide services to families. Social workers need skills to intervene with families at all levels including the individual family unit, the community, and in policy practice. It is imperative that social workers have knowledge of the best available evidence when working with families.

Course Competencies

By the completion of this course, the students are expected to be able to:

1. Describe different family problems encountered by social workers and use evidence-based approaches to working with families around these issues. *(Content: domestic violence, child abuse and neglect, divorce and separation, substance abuse, mental illness, chronic illness, disability, loss and use of electronic resources to find evidence-based approaches to working with families dealing with these issues or problems).* EBIP 6.1, 7.1, 8.1
2. Demonstrate the use of family assessment techniques and analyze the evidence base for these techniques. *(Content: family mapping techniques such as genograms and ecomaps; use of standardized tools for assessment; use of electronic databases to search for family assessment tools.)* EBIP 4.1, 7.1,

Course Competencies (cont.)

3. Understand and critically analyze traditional and historical intervention techniques, the role of practice in policies affecting families, and the role of policy in service delivery, when working with families from an evidence-based practice perspective. *(Content: history of the child guidance movement; applications of systems theory to families.)* EBIP 5.1, 8.1
4. Analyze family problems, understand the development of family policy and how to advocate for families, in the context of culture, policy, environmental justice and current demographic trends both within the United States and internationally. *(Content: role of culture in expectations around major family life events: e.g. marriage, childbearing, death; US policies around financial support, adoption, family leave, parental rights, families with disabilities, etc.; comparison of U.S. policies to that of other countries; comparison of rates of cohabitation, divorce, fertility, single parenting, etc. regionally across the US and internationally.)* EBIP 3.1, 5.1
5. Articulate a plan for giving consideration to, and collaboration with, diverse families across culture, race, ethnicity, sexual orientation, disability, and family structure to effectively advocate for needed services and resources for families within the context of an evidence-based practice model. *(Content: most current evidence on interventions with diverse families; strategies for advocating for more evidence-based knowledge of family intervention across diverse family systems; advocating for the access to services, social and economic justice and resources, and human rights of client(s)/client systems)* EBIP 2.1, 3.1
6. Explain the family lifespan and analyze the role of developmental stages in the lives of families. *(Content: the traditional family life cycle model and limits of this model; developmental stages from birth to older adulthood and typical family roles across these stages; developmental issues associated with deviations from the typical lifespan model: e.g. teenage pregnancy, custodial grandparenting, death of a young spouse.)* EBIP 7.1
7. Recognize, analyze, and plan for resolving ethical dilemmas in working with families in the context of evidence-based practice. *(Content: values of the social work profession and application of these to work with families, rights of parents and children, cultural competence in ethical dilemmas, understand differences between personal values and professional ethics.)* EBIP 1.1

Required Texts

There is no required textbook for this class other than the novel (“The Glass Castle”). All supplemental readings, powerpoints, podcasts and lectures can be found on blackboard under Course Materials. **Professor Veit reserves the right to add/delete course material as the course progresses. Professor Veit will communicate the addition/deletion of these materials via email, and will give students advance notice.**

Walls, Jeannette. (2005) The Glass Castle: A memoir, New York : Scribner

Technology Policy (face to face students):

You may bring your laptops to class for taking notes and doing appropriate classroom work. It is not appropriate to cruise the Internet, check your email, etc., during class. The instructor reserves the right to disallow the use of laptops in class if students use them inappropriately (e.g. instant messaging, typing emails, or web surfing). All cell phones and smart phones should be silenced and put away during class and text messaging is strictly prohibited. If you have a special circumstance, talk to the instructor in advance. All mp3 players (iPods, etc.) are to be off and stored during class. This includes removal of all headphones, ear buds, and other listening devices from ears, head, and neck during class time.

Canvas:

This course utilizes many Canvas features available through *Online@UT*. Please make sure you are knowledgeable of utilizing Canvas, and the email address listed on the course roster is your current one. If additional help is needed accessing Canvas, please contact helpdesk@utk.edu.

Assignment Due Dates:

All assignments must be submitted through Canvas and are due at the designated dates on the Assignments’ instructions. Overdue work will be penalized (by 5 points) and will not be accepted after **12pm** the following day the assignment is due, *no exceptions*. However, if you miss a quiz, **YOU CANNOT MAKE IT UP**. You will lose full credit for those points. If you are experiencing an emergency and cannot complete an assignment. Professor Veit will evaluate this on a case by case basis. Everything is due by 11:59 p.m. CST (calendar date specified), so please make sure your time settings in Canvas are set to CST for the purpose of assignment submission.

Evaluation of Written Materials:

Other than informal journal writing or similar assignments, all written work is to be typed and comply with the APA 6th edition writing and publication guidelines.

COURSE REQUIREMENTS, ASSIGNMENTS, AND GRADING

The course grade will be based on 3 online quizzes, two policy assignments, three team meetings, a social work interview and an assessment paper. The course grade will be computed as follows:

Assignment	Points	Course Competency	Dimension of Instruction
Three Quizzes	30	2-8	Knowledge, skills
Two Policy Assignments	20	3, 4	Knowledge, skills and Values
Three Team Meetings	15	1-8	Knowledge, skills, values, and cognitive & affective processes
Assessment Paper	15	2-8	Knowledge, skills, values, and cognitive & affective processes
Social Work Interview	10	1, 4, 7	Knowledge, skills and values

Please note: This is a graduate level course where your professionalism is key when writing a paper or completing an assignment. The professor reserves the right to deduct up to 10 points from any assignment that is considered non-graduate level course work. Non-graduate level course work includes grammar, spelling, following and following the Rubric. Plagiarizing (or submitting work that is not yours or parts of your work that are not yours) will result in an automatic F, and you will fail the course.

Family Assessment (25 points)

For the purpose of this assignment, you are required to read “The Glass Castle” by Jeanette Walls. This novel provides many examples of family life, family struggle and the need for intervention. You can pick any time period for the family from the book, as well as any presenting issue that you’d like to focus on. I suggest that you read the novel entirely, prior to picking a time period/issue to focus on. Please use the assessment outline that I have provided for you. A much more detailed description/rubric for this assignment will be available in the Files section on Canvas. It will be labeled as “Rubrics”.

Quizzes (30 points)

Quizzes will be available on Canvas on designated **Wednesday nights until 11:59 p.m. CST on the following Tuesday**. Dates will be designated in the Course Outline below. Missed quizzes will **not** be re-opened.

Social Work Interview (10 points)

In our profession, collaboration with our social work peers can be one of the best ways to learn. For the purpose of this assignment, you will need to interview a social worker that

works with families in some capacity. A much more detailed description/rubric for this assignment will be available in the Files section on Canvas. It will be labeled as "Rubrics".

Family Policy Assignments (20 points)

The policy assignment will be completed in two parts. This assignment is the primary way for you to demonstrate skills in policy practice. The purpose of this assignment is to explore a U.S. social welfare policy in depth and reveal the implications of the policy by writing an advocacy letter to an elected official. You will also be required to attend a public forum and then write a detailed impression of your attendance. A much more detailed description/rubric for this assignment will be available in the Files section on Canvas. It will be labeled as "Rubrics".

Team Meetings (15 points)

Your presence and participation in this class matters. Since the course is held online, this is an assignment geared to connecting you and your peers so that you can discuss the readings and assignments as we progress in the class. You will be divided into groups of 4 or 5 and will meet 3 times throughout the semester. A much more detailed description/rubric for this assignment will be available in the Files section on Canvas. It will be labeled as "Rubrics".

Grading Scale

The following grading scale will be used for final course grade.

A (95-100) Outstanding/Superior – Exceptional performance. Consistently exceeds expectations.

B+ (90-94) Very Good – Student consistently meets and occasionally exceeds normal expectations for the course.

B (85-89) Good – Student consistently meets normal expectations for the course.

C+ (80-84) Average – There is unevenness in grasping course content. Student is inconsistent in meeting the normal expectations for the course.

C (70-79) Poor - There is a lack of understanding of course content. Student does not meet course expectations.

F (69-Below) Very Poor – There is a lack of attendance or incomplete assignments. Course expectations are not met.

ANTICIPATED COURSE OUTLINE—Additional readings are included in folders on Canvas and may not be identified on this syllabus. *Students should follow the Modules in Canvas to be fully prepared for class sessions and quizzes.* Adjustments may be made to schedule to accommodate schedule changes or student learning. I look forward to working together as we continue to learn from one another. Thank you in advance for your commitment to this class.

January 17th – January 23rd – There will be an instructional pre-recorded Zoom video posted in the Modules section. This will include a powerpoint covering all the assignments for the class. Please view this prior to attending the optional Zoom session on January 24th.

January 24th – **There will be no formal attendance taken for this class.**

Introduction to the Course:

- Please join me via Zoom with your syllabus printed out, ready to learn about the course in detail. I will be recording this session so that you are well informed if you cannot attend! We will meet at 7:30 p.m. CST.

Module #1: January 31-February 13th

Module subject: Family Policy – How are families affected by local, state, federal and international policies?

Please read:

- Butterfield, A., Rocha, C., Butterfield, W. (2010) The Dynamics of Family Policy (Chapter 1) **“Valuing the Family”** Chicago, Illinois: Lyceum Books, Inc.
- Butterfield, A., Rocha, C., Butterfield, W. (2010) The Dynamics of Family Policy (Chapter 3) **“Advocating for Families”** Chicago, Illinois: Lyceum Books, Inc.
- Butterfield, A., Rocha, C., Butterfield, W. (2010) The Dynamics of Family Policy (Chapter 3) **“Advocating for Families”** Chicago, Illinois: Lyceum Books, Inc.
- Butterfield, A., Rocha, C., Butterfield, W. (2010) The Dynamics of Family Policy (Chapter 9) **“The Care and Support of Children”** Chicago, Illinois: Lyceum Books, Inc.
- Butterfield, A., Rocha, C., Butterfield, W. (2010) The Dynamics of Family Policy (Chapter 8) **“Health Care”** Chicago, Illinois: Lyceum Books, Inc.
- Butterfield, A., Rocha, C., Butterfield, W. (2010) The Dynamics of Family Policy (Chapter 12) **“Family Caregiving and Aging Policy”** Chicago, Illinois: Lyceum Books, Inc.
- Butterfield, A., Rocha, C., Butterfield, W. (2010) The Dynamics of Family Policy (Chapter 11) **“Marriage as Family Policy”** Chicago, Illinois: Lyceum Books, Inc.
- Please view any additional resources (videos/podcasts/powerpoints), which are located in a Module 1 folder.
- **Due by February 13th: Quiz #1, Policy Assignment #1, and Team Meeting #1**

Module #2 : February 14th – February 27th

Module Subject: Assessment - How do you formulate an assessment when working collectively with a family?

Please read:

- Thomlison, B. (2010) *The Family Assessment Handbook: An Introduction and Practical Guide to Family Assessment*, third edition. (Chapter 1) "The Family System". California: Cengage Learning.
- Thomlison, B. (2010) *The Family Assessment Handbook: An Introduction and Practical Guide to Family Assessment*, third edition. (Chapter 2) "A framework for Understanding Families". California: Cengage Learning.
- Thomlison, B. (2010) *The Family Assessment Handbook: An Introduction and Practical Guide to Family Assessment*, third edition. (Chapter 3) "The Family System". California: Cengage Learning.
- Thomlison, B. (2010) *The Family Assessment Handbook: An Introduction and Practical Guide to Family Assessment*, third edition. (Chapter 4) "Core Tasks of Family Assessment". California: Cengage Learning.
- Please view any additional resources (videos/podcasts/powerpoints), which are located in a Module 2 folder.
- **Due by February 27th: Quiz #2 and Meeting #2**

February 28th – March 8th : COMPS STUDY WEEK! (Breathe, review your materials each night, but no cramming at this point!)

March 8th – COMPS TIME IN TENNESSEE! (You've got this! You've been well prepared for this test throughout your time at UT.)

March 9th – March 20th: Spring Break 2018! (Breathe a sigh of relief, COMPS are behind you!)

Module #3: March 21st – April 10th

Module Subject: As of present, what issues are facing our families? At present, how are our families coping with change? At present, what populations are we working with in a family-centered approach?

Please read:

- Price, C., Bush, K., Price, J., (2016) *Families and Change: Coping with Stressful Events and Transitions*. (Chapter 1) "**Families Coping with Change**". Los Angeles: Sage.
- Price, C., Bush, K., Price, J., (2016) *Families and Change: Coping with Stressful Events and Transitions*. (Chapter 2) "**Everyday Hassles and Family Relationships**". Los Angeles: Sage.
- Price, C., Bush, K., Price, J., (2016) *Families and Change: Coping with Stressful Events and Transitions*. (Chapter 3) "**Conceptualizing Parental Stress With Family Stress**". Los Angeles: Sage.
Los Angeles: Sage.

- Price, C., Bush, K., Price, J., (2016) Families and Change: Coping with Stressful Events and Transitions. (Chapter 5) **“LGBQ-Parent Families: Development and Functioning in Context”**. Los Angeles: Sage.
- Price, C., Bush, K., Price, J., (2016) Families and Change: Coping with Stressful Events and Transitions. (Chapter 9) **“Adaptation Among Immigrant Families: Resources and Barriers”**. Los Angeles: Sage.
- Price, C., Bush, K., Price, J., (2016) Families and Change: Coping with Stressful Events and Transitions. (Chapter 10) **“The Newest Generation of U.S. Veterans and Their Families”**. Los Angeles: Sage.
- Price, C., Bush, K., Price, J., (2016) Families and Change: Coping with Stressful Events and Transitions. (Chapter 12) **“Stress and Coping with Intimate Partner Violence”**. Los Angeles: Sage.
- Price, C., Bush, K., Price, J., (2016) Families and Change: Coping with Stressful Events and Transitions. (Chapter 13) **“Family Responses to School and Community Mass Violence”**. Los Angeles: Sage.
- Please view any additional resources (videos/podcasts/powerpoints), which are located in a Module 3 folder.
- **Due April 10th: Quiz #3, Meeting #3, Social Work Interview**

Module #4: April 11th – April 17th

***Module Subject: What are the interventions used when working with families?
How do we implement these interventions into the therapeutic process with families?***

Please read:

- Nichols, M. (2014) The Essentials of Family Therapy (Chapter 6) “Strategic Family Therapy”. Boston: Pearson.
- Nichols, M. (2014) The Essentials of Family Therapy (Chapter 7) “Structural Family Therapy”. Boston: Pearson.
- Nichols, M. (2014) The Essentials of Family Therapy (Chapter 8) “Experiential Family Therapy”. Boston: Pearson.
- Nichols, M. (2014) The Essentials of Family Therapy (Chapter 12) “Solution-Focused Therapy”. Boston: Pearson.
- Please view any additional resources (videos/podcasts/powerpoints), which are located in a Canvas folder for this section.
- Nichols, M. (2014) The Essentials of Family Therapy (Chapter 13) “Narrative Therapy”. Boston: Pearson.
- Please view any additional resources (videos/podcasts/powerpoints), which are located in a Module 4 folder.
- **Due April 17th: Policy Assignment and Family Assessment (Good-bye to the Walls’ family!)**