

## THE UNIVERSITY OF TENNESSEE COLLEGE OF SOCIAL WORK

SW 503  
Foundations of Social Work Practice II  
Fall Semester 2002

Steve Brown, MSSW, LCSW  
Phone: 583-3837  
E-mail: ssbrown33@hotmail.com

### **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 2001).

### **Code of Conduct**

It is the student's responsibility to have read the College of Social Work Ethical and Professional Conduct code that is in the CSW MSSW Handbook. [www.csw.utk.edu](http://www.csw.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 Office of Disability Services at 191 Hoskins Library at 865-974-6087. This will ensure that you are properly registered for services.

### **Course Description**

This course is the second of a sequence of three required Foundation practice courses. This course focuses on generalist social work with families and small groups. It incorporates content on care coordination (case management) and participation in teams in relation to direct practice.

The course is framed conceptually by the "ecological opportunities and risks" for human adaptation. Specifically, the course emphasizes assessment and intervention with clients inclusive of their risk, protective factors and strengths in the context of the supports and demands of their environment.

Course topics include: problem solving approaches in social work with families; methods for planning, recruiting, and implementing basic social work client groups ( i.e., client task, support and psycho-educational groups); care coordination (case management) strategies across the continuum from the agency/unit case manager role through intra-agency and inter-agency care coordination; incorporating evaluation in practice; analysis of and strategies for the resolution of ethical conflicts in direct practice; and the role and functions of social workers in professional and interdisciplinary intra-agency and inter-agency teams.

### **Course Rationale**

Direct generalist social work practice with clients in the context of their reciprocal relationships with their environment, including social service agencies is generic to foundation knowledge about social work practice.

### **Course Requirements/Evaluation Procedures:**

Lectures, class discussions, role-plays and small group case analyses will be utilized in this course. During the study of groups during the second half of this course a 'group within a group', a small 5 week problem solving and support group, will meet for the first hour of class (including the entire class processing after each group meeting). The instructor and students share responsibility for raising important issues and questions related to the lectures and assigned readings. Students are expected to come to each class session ready to discuss the assigned readings for that class. Class attendance (including being on time), completion of all readings, and participation in class discussion are expected. Points will be deducted from the final grade when students display a pattern of tardiness and non-attendance. Please notify the instructor in a timely manner if circumstances interfere with class attendance or the completion of course requirements. Please read all paper assignment criteria carefully. Students are responsible for understanding and meeting these criteria. One-day late papers will drop one letter grade, and for each week after the due date a letter grade will be dropped.

1st Paper Assignment	10%
2nd Paper Assignment	25%
Take Home Midterm	20%
Final Exam	25%
Class and group participation	20%

### **Assignment of Final Grades**

The final course grade will be based on the following point totals:

A = 92 - 100 (Superior performance)

B+ = 87 - 91 (Better than satisfactory performance)

B = 82 - 86 (Satisfactory performance)

C+ = 77 - 81 (Less than satisfactory performance)

C = 70 - 76 (Performance well below the standard expected of graduate students)

### **Required Texts:**

Hartman, A., & Laird, J. (1983). Family-centered social work practice. New York: The Free Press.

Toseland, R.W. & Rivas, R.F. (1998). An introduction to group work practice (3rd ed.). Allyn & Bacon.

Lowenberg and Dolgoff. (2000) Ethical Decisions in Social Work Practice (6th ed. Itasca, Illinois. F.E.Peacock Publishers, Inc.

## Course Content Outline

<u>Week</u>	<u>Date</u>	<u>Topics/Readings</u>
<b>1</b>	<b>8/26</b>	<b>Course overview. Student introductions, review of syllabus and paper assignments, lecture and discussion.</b>

### SOCIAL WORK PRACTICE WITH FAMILIES

The context of social work practice with families.

Hartman, A., & Laird, J. (1983). (Part One- The context of family-centered practice) - A family focus in social work practice [Chapter 1]; An epistemological framework [Chapter 4]; Family theory for family-centered practice [Chapter 5]. In *Family-centered social work practice*. New York: The Free Press.

Abramson, M. (1996). Reflections in knowing oneself ethically: Toward a working framework for social work practice. *Families in Society*, April, 195-201.

Kellar, J. & McDade, K. (1997). Cultural diversity and help-seeking behavior: Sources of help and obstacles to support for parents. *Journal of Multicultural Social Work*, 5, 63-78.

Gelman, S., Pollack, D., Weiner, M. 1999. Confidentiality of social work records in the computer age. *Social Work*, 44(3), 243-252.

Reamer, F. (1997). Managing ethics under managed care. *Families in Society*, Jan/Feb, 96-1-1.

Proctor, E., Davis, L.E., & Vosler, N.R. Families: Direct Practice. In *The Encyclopedia of Social Work* (1995). Washington, D.C. NASW Press.

<b>2</b>	<b>9/9</b>	<b>Elements to consider in family-centered practice</b>
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Hartman, A., & Laird, J. (1983). (Part Two- Beginnings) - Getting started: Agency and case management issues [Chapter 6]; Getting started: Contracting and interviewing [Chapter 7]. In *Family-centered social work practice*. New York: The Free Press.

Pinderhughes, E. (1995). Empowering diverse populations: Family practice in the 21<sup>st</sup> century. *Families in Society*, 76,3, 131-140.

Erera, P. (2002). Chapter 4: Single parent families, Chapter 6: Lesbian and gay families, Chapter 7:

Grandmother headed families. Family Diversity: Continuity and Change in the Contemporary Family.

Ambert, Anne Marie (1998). Disadvantaged families. Web of Poverty: Psychosocial Perspectives

Hepworth, D.H., Rooney, R.H., & Larsen, J. (1997). Assessing family functioning in diverse family and cultural contexts [Chapter 10]. In *Direct social work practice: Theory and skills* (5th ed.). Brooks/Cole Publishing Co.

### **3                    9/16                    Assessment and intervention in family-centered practice**

Hartman, A., & Laird, J. (1983). (Part Three- Assessment and Intervention) - The family in space: Ecological assessment [Chapter 8]; Family-environment transactions as target and resource for change [Chapter 9]; Assessment in time: The intergenerational perspective [Chapter 10]. In *Family-centered social work practice*. New York: The Free Press.

de Shazer, S. (1992). Solution-focused therapy (case study 3-3, pp. 87-91). In C.W. LeCroy (Ed.) *Case studies in social work practice*. Belmont, CA: Wadsworth, Inc.

DeJong, P., and Miller, S. (1995). How to interview for client strengths. *Social Work*, 40(6), 729-736.

Cooper, K. (1999). Practice with transgendered youth and their families. Social Services With Transgendered Youth

Weeks, J., Heaphy, B., & Donovan, C. (2001) Families of choice: the changing context of non-heterosexual relationships. Same Sex Intimacies: Families of Choice and Other Life Experiments., 9-27

### **4                    9/23                    Ecomap and genogram construction and analysis**

Hartman, A. (1995). Diagrammatic assessment of family relationships. *Families in Society*, 76, 111-122

Congress, E. (1994). The use of culturagrams to assess and empower culturally diverse families. *Families in Society*, 531-540.

Dungee-Anderson, D., and Beckett, J. O. (1995). A process model for multicultural social work practice. *Families in Society*, October, 459-466.

McPhatter, A. (1991). Assessment revisited: A comprehensive approach to understanding family dynamics. *Families in Society*, January, 146-156.

Bernherdt, B. & Rauch, J.B. (1993). Genetic Family Histories: An Aid to Social Work Assessment. *Families In Society*, April, 195-205.

**5**                      **9/30**                      **Assessment and intervention in family-centered practice**

**Assignment #1 due**

Hartman, A., & Laird, J. (1983). (Part Three- Assessment and Intervention) - The intergenerational family system as a resource for change [Chapter 11]; Inside the family: Inner system assessment [Chapter 12]. In Family-centered social work practice. New York: The Free Press.

Curry, C. (1992). A family systems approach to the treatment of codependency (case study 3-4, pp. 92-96). In C.W. LeCroy (Ed.) Case studies in social work practice. Belmont, CA: Wadsworth, Inc.

Carter, C. (1997). Using African-centered principles in family preservation services. Families in Society, 531-538.

Reamer, Frederic G. (1998). The Evolution of Social Work Ethics. Social Work, November, vol. 43, no. 6. The NASW Press, p. 488-500.

Early, T.J., & GlenMaye, L.F. (2000). Valuing families: Social Work Practice with Families from a Strengths Perspective. Social Work, March, vol. 45, no. 2. The NASW Press, p. 118-130.

Rock, Barry & Congress, Elaine. 1999. The New Confidentiality for the 21st Century in a Managed Care Environment. Social Work, May, vol. 44, no. 3. The NASW Press, p. 253-262.

Davidson, J., and Davidson, T. (1996). Confidentiality and managed care: Ethical and legal concerns. Health and Social Work, 21(3), 208-215.

**6**                      **10/7**                      **Assessment and intervention in family-centered practice**

**Take Home Midterm Handed Out**

Hartman, A., & Laird, J. (1983). (Part Three- Assessment and Intervention) - The family unit as a resource and target for change [Chapter 13]; Persistence, coherence, and paradox [Chapter 14]. In Family-centered social work practice. New York: The Free Press.

Corcoran, K. (1992). Doing family therapy with an acting-out adolescent: Applying the empirical clinical practice model (case study 8-2, pp. 262-267). In C.W. LeCroy (Ed.) Case studies in social work practice. Belmont, CA: Wadsworth, Inc.

Saleebey, D. (1996). The strengths perspective in social work practice: Extensions and cautions. Social

Work, 31(3), 296-305.

Lowenberg, F, Dolgoff, R, & Harrington, D. (2000). Values and Professional Ethics [Chapter 2]; Guidelines for Ethical Decision Making [Chapter 3]; Confidentiality and Informed Consent [Chapter 4]. In Ethical Decisions for Social Work Practice, 6th edition. Itasca, Illinois: F. E. Peacock Publishers, Inc.

**7**                    **10/14**                    **View Moonstruck**

**Take home midterm due**

**SOCIAL WORK PRACTICE WITH GROUPS**

**8**                    **10/21**                    **The knowledge base of group work practice**

Hepworth, D.H., Rooney, R.H., & Larsen, J. (1997). Forming and Assessing Social Work Groups [Chapter 11]. In Direct Social Work Practice: Theory and Skills (5th ed.). Brooks/Cole Publishing Co.

Toseland, R.W. & Rivas, R.F. (1998). Introduction [Chapter 1]; Understanding Group Dynamics [Chapter 3]; Leadership [Chapter 4]. An Introduction to Group Work Practice (3rd ed.). Allyn & Bacon

**9**                    **10/28**                    **The beginning stage of group work practice**

Toseland, R.W. & Rivas, R.F. (1998). Leadership and diversity [Chapter 5]; Assessment [Chapter 8]. An Introduction to Group Work Practice (3rd ed.). Allyn & Bacon.

**10**                    **11/4**                    **The middle stage of group work practice- Foundation methods**

Toseland, R.W. & Rivas, R.F. (1998). Treatment groups: Foundation Methods [Chapter 9]

Shulman, L. (1992). A short-term single-parents' group (case study 6-1, pp. 175-185). In C.W. LeCroy (Ed.) Case studies in social work practice. Belmont, CA: Wadsworth, Inc.

Hurdle, Donna E. (1991). The Ethnic Group Experience. Ethnicity and Biculturalism. The Haworth Press, Inc., p. 59-69.

Lewis, E.A. & Ford, B. (1991). The Network Utilization Project: Incorporating Traditional Strengths of African-American Families into group Work Practice. Ethnicity and Biculturalism. The Haworth Press. p. 7-22.

**11**                    **11/11**                    **The middle stage of group work practice- Specialized methods**



## SW 503- PAPER ASSIGNMENTS

### Assignment #1 (10 points)

1-Create both a three generation genogram of your family of origin/intimacy with yourself at the bottom-most level and create your family system's ecological map on which you identify each of the following (please include a 'key' for your symbols on the genogram and ecomap):

- relationships (both genogram and ecomap)
- triangles (both genogram and ecomap)
- boundaries (both genogram and ecomap)
- alliances/collusion (both genogram and ecomap)
- dates of birth, death, marriage, divorce, separation, ages, etc. (genogram)

These (genogram and ecomap) may be on poster paper, computer generated, drawn, etc. Be creative and have fun.

2-Attach a double spaced and typewritten narrative in which you (3 pages approximately):

- a)- identify ONE meta rule for the transgenerational family with descriptions of 2 demonstrations of that rule in the family
- b)- identify TWO transgenerational family rules with descriptions of the demonstration of each
- c)- identify the developmental stage(s) of your transgenerational system AND provide your justification/rationale of that identification
- d)- identify two cultural patterns/beliefs transmitted to you through your family systems and discuss:
  - (1) How these patterns/beliefs will be useful in your professional social work practice
  - (2) How might they (patterns/beliefs) be barriers in your professional social work practice

3-This assignment is for you. In order to help families, I believe you must first examine your own family, and in a similar way as you will when working with families as a social worker. Therefore, I will be looking for evidence of commitment to this process. Please use the criteria structure above as a template to structure your paper. Please read the instructions carefully and ask questions about these instructions if you don't understand. Warning: In past classes, those students that did not do well did not structure the paper clearly and failed to follow the paper criteria. **This assignment is due at the beginning of class on 9/30.**

## **Assignment #2 (25 points)**

Each student will write a paper which will describe and analyze a major social work family or group intervention/therapy approach that has been implemented with an at-risk population. It is strongly recommended that each student meet with the instructor in choosing a topic for this paper. It is strongly recommended that you do a topic search before you choose your topic/intervention to make sure there is enough research to use in the paper!

The following are some examples of at-risk populations:

- cancer patients
- seriously mentally ill persons
- persons with AIDS
- children of divorce
- elderly persons
- batterers
- sexually abused children
- women who have experienced abuse
- gay men
- lesbians
- persons diagnosed with ADHD
- youths diagnosed with conduct disorder
- persons diagnosed with an eating disorder
- persons who are depressed/suicidal

The following sections must be labeled appropriately and covered in your paper:

### **Description**

Briefly describe the problem/disorder and the prevalence of this problem/disorder. Describe specific treatment issues/needs of this at-risk population. For example, which social/emotional, economic, educational, medical, family, community, societal, etc. issues/needs must be addressed by social workers in their family or group work with this at-risk population?

**Review of Interventions/Treatments & Effectiveness Studies** Provide a comprehensive overview of family or group interventions/treatments designed to address the issues/needs discussed above. To what extent do these family or group interventions/treatments address each of the identified issues/needs of this at-risk population? What gaps currently exist? What "works"?

Have any of these family or group interventions/treatments for this at-risk population been empirically

tested for their effectiveness? If so, what were the findings of these studies?

### Critique/Analysis

Provide your own critique/analysis of the current "state of the art" family or group interventions/treatments with this at-risk population. For example, to what extent do these family or group interventions/treatments reflect the values and ethics of the social work profession (e.g. does it take into account diversity issues)? What do you view as the major strengths and major limitations of the current "state of the art" family or group interventions/treatments with this at-risk population? What gaps currently exist?

This is a research paper. Papers must be typed, double-spaced and conform to APA format, 4th edition. Papers should be approximately 20 pages including references (12 point font size). Please number your pages. Please do not use a cellophane binder! Please use the criteria structure above as a template to structure your paper. Please read the instructions carefully and ask questions about these instructions if you don't understand. Warning: In past classes, those students that did not do well did not structure the paper clearly, failed to follow the research paper criteria, or did a paper on a subject rather than a family or group intervention/treatment.

**This paper is due at the beginning of class on 11/18.**

Grading criteria for this paper:

- Did the writer appropriately label and discuss each section of his/her paper?
- Did the writer clearly state the purpose of the paper? Did he/she achieve that purpose?
- Did the writer provide an in-depth analysis of this topic by integrating relevant topics from this course?
- Did the writer appropriately cite and reference publications according to the APA format?
- Did the writer use concrete examples to clarify and justify his/her points?
- Did the writer get his/her point across in a straightforward and direct manner? Does one point flow to the next point? Is the writing jargon-free and readable? Is the writing style explicit and succinct? Is it brief and "to the point"? Can it be pared down? Are any glaring grammatical errors present?

### A Few Selected Journals

American Journal of Family Therapy  
American Journal of Orthopsychiatry  
Arete  
Child and Adolescent Social Work  
Child Welfare  
Clinical Social Work Journal  
Families in Society  
Family Process  
Family Therapy Networker  
Health and Social Work  
Journal of Applied Behavior Analysis

Journal of Social Service Research  
Research on Social Work Practice  
Social Service Review  
Social Work  
Social Work in Education  
Social Work Research  
Social Work with Groups