

THE UNIVERSITY OF TENNESSEE

COLLEGE OF SOCIAL WORK

SW 503 – FOUNDATIONS OF SOCIAL WORK PRACTICE II

Fall Semester, 2002

Instructor: Nita Mehr, MSSW, LCSW

Class Time: Monday Evenings, 5:30-8:30 p.m.

Class Location: Jackson State Community College

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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. (Hill topics, 2001).

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).

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 191 Hoskins Library at 865-974-6087. This will ensure that you are properly registered for services.

Course Rationale

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

Course Description

This course is the second of a sequence of three required Foundation practice courses. The 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 Objectives

Upon completion of this course, students are expected to be able to demonstrate (through class session activities, discussions, assignments and/or exams):

1. Knowledge about adaptive change in small systems, including the positive and negative influences of membership in oppressed groups and high risk populations.
2. Knowledge of the influences of interpersonal and environmental stressors in high risk populations.
3. The ability to explicate the professional conscious use of self in developing and maintaining

relationships with client systems and with colleagues.

4. Beginning knowledge about differential assessment in social work practice.
5. The ability to apply specific models of assessment and intervention planning to practice (i.e., family-centered practice, support and psycho-education groups, care coordination).
6. The ability to explicate appropriately the social work roles (e.g.. broker, linker, advocate, planner) in care coordination regarding services for clients.
7. The ability to assess the reciprocal influences on clients and the systems within which they are embedded (e.g., family, community, culture, service delivery agencies and service delivery systems).
8. An ability to develop ethically sound and culturally appropriate interventions with clients.
9. Knowledge of the application of preventive strategies in social work with clients.
10. An ability to identify ethical dilemmas in social work practice with clients and as a social worker within an organizational system.
11. The ability to plan resolutions strategies for the ethical dilemmas in social work practice with clients and as a social worker within an organizational system.
12. Describe the role(s) and functions of the professional social worker in intra-agency and inter-agency teams.
13. An ability to assess client issues and plan interventions such that evaluation of the outcomes of those interventions can be accomplished.

Required Texts:

Poulin. Collaborative Social Work: Strengths-based Generalist Practice. (2000). Itasca, IL:

Peacock Publishers.

**Readings: Reserves at Electronic Reserves at UTK Library

Continued texts from SW 501 Foundations of Practice I:

Hepworth, Rooney and Larsen. Direct Social Work Practice.

Lowenburg & Dolgoff. Ethical Decisions for Social Work Practice.

Also of relevance to SW 503 (You do not have to purchase this for the class)

Devore & Schlesinger. Ethnic Sensitive Social Work Practice.

Course Grade Point Distribution

A = 94-100

B = 85-93

C = 75-84

D = 68-74

F = 0-67

Point Assignment Distribution

Assignment #1 20- Genogram

Assignment #2 20- Moonstruck Video

Assignment #3 25- Research Paper

Assignment #4 25- Final

Class Participation 10

100 points

SW 503 – Paper Assignments

Assignment #1 – 20 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)

Please be creative! The genogram and ecomap may be done on poster paper, computer generated, drawn, etc... You can make this assignment an adventure in looking back at family history.

Assignment #1 cont...

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

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 particular assignment allows you the opportunity to examine your own family and also

to view some of the work that you will be asking your clients/families to do. Please utilize the

criteria listed above to structure your paper.

Assignment #2 – 20 points

View the following video: Moonstruck.

- a. Pretend this family has presented at the agency in which you work as a social worker. How would you engage and form a relationship with this family? Who would be present?
- b. Create a 3 generation map of the family in the film, noting relationships, boundaries, triangles, and alliances/collusions, and approximate ages, significant dates.
- c. Analyze and assess – from a family system perspective – three difficulties/issues/problems depicted in the film; include in your explication how/why each of these three issues is present using concepts from family systems and family-life development theories and the information provided by the family map in B above.
- d. Assess, identify and describe the family's risk and strength factors.
- e. Delineate worker and family interventions/tasks methods to address One of the issues/difficulties/problems you identify in "C" above that incorporates the family's strengths you identified in "D" above.
- f. What personal AND professional ethical and value conflicts might you experience in actually working with this family? How would you resolve the ethical/value conflicts? What do you not know about this family's culture, class, race, ethnicity, spirituality that you would need to know to work effectively with them?

Please follow the criteria listed above in structuring your paper. Following this format can impact your points for this assignment. Approximately five (5) pages, double-spaced, and typewritten (in addition to the map). Thanks!

Assignment #3 – 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 do a topic search before you choose your topic to make sure there is enough research to use in the paper.

The following are some examples of at-risk populations:

| | |
|--------------------------------|--|
| Cancer patients | Women who have experienced abuse |
| Seriously mentally ill persons | Gay men |
| Persons with AIDS | Lesbians |
| Children of divorce | Persons diagnosed with ADHD |
| Elderly persons | Persons diagnosed with drug addictions |
| Batterers | Persons with eating disorders |
| Sexually abused children | 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 group?

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”?

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 with this at-risk population? What gaps currently exist?

This research paper must be typed, double-spaced, and follow the APA format. Papers should be approximately 15 pages including references (12 point font size). Once again, please follow the criteria as listed and structure your paper clearly.

Assignment #4 – 25 points Final

Course Content Outline

Session 1 and 2 August 26th and Sept. 9th, 2002

Course overview, student introductions, review of syllabus and paper assignments, lecture and discussion.

Social work with families:

Readings:

Poulin. Chapter 1, Chapter 2 and review for the Code of Ethics: Appendix [pgs. 436-455].

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.

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

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

**Milstein, K. (2000). Confidentiality in direct social work practice: Inevitable challenges and ethical dilemmas. *Families in Society: The Journal of Contemporary Social Work*, 81(3), 270-282.

**Reamer, F., (1997). Managing ethics under managed care. *Families in Society*, Jan/Feb, 96-101.

Session 3 and 4 Sept. 16th and Sept. 23rd, 2002

Readings:

Poulin. Chapter 3, Chapter 5 [pgs. 103-124, 131-132].

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

**Early, T., & Glen Maye, L. (2000). Valuing families: Social work practice from a strengths perspective. *Families in Society: The Journal of Contemporary Social Work*, 45(2), 118-130.

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

Session 5, 6, and 7 Sept. 30th, Oct. 7th, and Oct. 14th, 2002

Readings:

Poulin. Chapter 6 [pgs. 135-157], Chapter 11 [pgs. 299-313].

Lowenburg, 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.

**Alter, C. & Egan, M. (1997). Logic Modeling: A tool for teaching critical thinking in social work practice. *Journal of Social Work Education*, 33(1), 85-102.

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

Session 8 and 9 Oct. 21st, Oct. 28th, 2002

Readings:

Poulin. Chapter 7 [pgs. 183-193], Chapter 14 [pgs. 385-392, 394-409].

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

**Congress, E.P. (2000). What social workers should know about ethics: Understanding and resolving practice dilemmas. *Advances in Social Work*, 1(1), 1-27.

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

**Gutierriz, L.M. (1995). Understanding the empowerment process: Does consciousness make a difference? *Social Work Research*, 19(4), 229-236.

Session 10 and 11 Nov. 4th and Nov. 11th, 2002

Readings:

Poulin. Chapter 4 [pgs. 81-93, 98-100], Chapter 11 [pgs. 314-316], Chapter 20 [pgs. 286-287].

Hepworth, Rooney, Larsen

Chapter 11: Forming and Assessing Social Work Groups

Chapter 17: Intervention in Social Work Groups

Dolgoff & Lowenstein

Chapter 18: The Professional Relationship: Limits,

Dilemmas, and problems.

Session 12, 13, and 14 Nov. 18th, Nov. 25th, Dec. 2nd, 2002

Readings:

Poulin. Chapter 7 [pgs. 186-193], Chapter 8 [pgs. 223-229], Chapter 10 [pgs. 281-282], Chapter 6 [pgs. 157-176].

Dolgoff & Lowenstein. Chapter 11: Changing World/Changing Problems

Review of chapters and go over information for the Final Exam on Dec. 2nd.