

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

SW503 - FOUNDATION OF SOCIAL WORK PRACTICE II

Fall Semester, 2003
Credits: 3
Telephone: 615-373-3528
Class Meetings: Monday, 5:30 B 8:30pm

Instructor: Lynn Faust-Cohen
Email: cohen9425@aol.com
Office Hours: By Appointment

Required Texts

Poulin & Contributors (2000). *Collaborative Social Work-Strengths-Based Generalist Practice*. Illinois: FE Peacock Publishers, Inc.

Toseland, R.W. & Rivas, R.F. (1998). *An introduction to group work practice (4th ed.)*. Boston: Allyn & Bacon.

Additional articles on reserve in the library.

Course Requirements

Class sessions will be used to clarify and expand on assigned course readings. A variety of learning activities (e.g., role-play, small group activities, class discussions, etc.) will be utilized to supplement the lectures and stimulate learning.

Students are expected to come to class prepared to discuss the assigned readings. Class participation is expected and the instructor reserves the right to give some weight, positive or negative, to classroom participation. Students are also expected to attend all classes.

Except in the case of a medical or personal emergency, a student who wishes an extension of time for a written assignment should consult the instructor in advance. However, an extension is not automatic and there may be a grade penalty (except in the case of an emergency).

Evaluation Procedures and Grades

The following scale will be used for the final course grade:

A+ = 96-100
A = 90-95
B+ = 86-89
B = 80-85
C+ = 76 - 79
C = 70 - 75
Below 70 = F

1 st Paper	(Film)	30%
2 nd Paper	(Group)	30%
Final exam		30%
Class Participation		10%

1st Paper: View one of the following films: Moonstruck or Soul Food.

1. Create a 3 generational map of the family in the film, noting relationships, boundaries, triangles, and alliances/collusions, approximate ages, and significant dates.
2. From a family system perspective, critically analyze and assess **three** difficult issues/problems depicted in the film. Include in your explication how/why each of these issues is present using concepts from family systems and family life-span development theories.
3. Assess, identify and describe the family=s risk and strength factors.
4. Choose one of the issues identified above and provide the long and short term treatment goals for this issues/problem.
5. Describe the intervention strategies to address these long and short term treatment goals. (These interventions should be based on the literature and cited appropriately.)
6. Discuss your personal and professional ethical and value conflicts that might arise in actually working with this family. How would you resolve these conflicts? What do you not know about this family=s culture, class, race, ethnicity, spirituality that you would need to know to work more effectively with them?

2nd Paper: Identify a client population (from your field placement) with unmet needs that could be addressed by group work. Briefly describe that client population and specific issues/problems which need to be addressed. Identify the type of group you are recommending and provide a clear rationale for this group based on the literature. Describe the primary objectives of the group and pre-planning/planning strategies needed to establish the group. Also, identify two client issues/problems, which might arise as a result of this group, that you would find particularly difficult to deal with, and provide an explanation of how you might handle these situations.

Papers must be typed, double-spaced and conform to APA format (4th ed.). Papers should be no longer than 10 pages (excluding references & map). 1st Papers are due on **October 20, 2003**. 2nd Papers are due on **November 24, 2003**.

Course Outline

Week	Date	Topic/Readings
1	8/25	Course overview, assignments, student expectations
2	9/1	Labor Day Holiday
3	9/8	Understanding Generalist Social Work Practice

Poulin et al. Chapter 1, Principles and Concepts of Generalist Practice. Chapter 2, The Helping Relationship and the Collaborative Model.

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

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A framework for practice, Assessments

Poulin et al., Chapter 3, Individual and Family Assessment. Chapter 5, Assessment Tools.

Janzen, C. & Harris, O. (1997). Chapter 2: Systems and Theoretical Approaches to Family Therapy (p. 19-63). Family Treatment in Social Work Practice. Peacock Publishers: Itasca, IL.

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Culture, diversity and family treatment

* Video B Nancy Boyd Franklin

Poulin et al., Chapter 11, Generalist Practice with People of Color

Agbayani-Siewert, P. (1994). Filipino American culture and family: Guidelines for practitioners. Families in Society: The Journal of Contemporary Human Services, 75,7, 429-438.

Bean, R.A., Perry, B.J. & Bedell, T.M. (2001). Developing culturally competent marriage and family therapists: Guidelines for working with Hispanic families. Journal of Marital and Family Therapist, 27,1, 43-54.

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Assessments, Goals and Objectives with Individuals and Families
Poulin et al., Chapter 6, Developing Goals, Objectives and the Intervention and Evaluation Plan.

Janzen, C. & Harris, O. (1968). Family Treatment in Social Work Practice. Chapter 3: The social worker=s approach to family treatment.

Weick, A. & Saleeby, D. (1995). Supporting family strengths: Orienting policy and practice toward the 21st century. Family in Society, 76,3, 141-149

Kinney, J. et al. (1990). The homebuilders model. In J.K. Whittaker et al. (Eds.) Reaching High Risk Families (p. 31-64).

- 7 10/6 Intervention and Termination
Poulin et al., Chapter 7, Intervention and Termination.
- 8 10/13 Generalist Practice with Special Populations
Poulin et al., Chapters 9 and 13, Generalist Practice with Persons with Severe and Persistent Mental Illness, and Generalist Practice with Gay and Lesbian Clients.
- 9 10/20 Understanding social work practice with groups

Toseland & Rivas, Chapter 1: Introduction, Chapter 3: Understanding group dynamics

Wituk, S., Shepherd, M.D., Slavich, S., Warren, M.L. & Meissen, G. (2000). A topography of self-help groups: An empirical analysis. Social Work, 45,2, 157-165.
- *PAPER DUE!!**
- 10 10/27 Beginning stage of group practice

Toseland & Rivas, Chapter 4: Leadership, Chapter 5: Leadership and diversity, (Chapter 6: Planning the group,) Malekoff, A. (2001). The power of group work with kids: A practitioner=s reflection on strengths-based practice. Families in Society: The Journal of Contemporary Human Services, 82,3, 243-249.
- 11 11/3 Middle stage of group practice

Toseland & Rivas, Chapter 8: Assessment, Chapter 9: Treatment groups: foundation methods, Chapter 10: Treatment groups: specialized methods.
- 12 11/10 Ending stage of group practice

Toseland & Rivas, Chapter 13: Evaluation, Chapter 14: Ending the group=s work, Chapter 15: Case examples.
- 13 11/17 Case coordination/case management

Rothman, J. (1991). A model of case management: Toward empirically based practice. Social Work, 36,6.

Reamer, F. (1997). Managing ethics under managed care. Families in Society, 78,1, 96-101.

McClelland, R.W. & Austin, C.D. (1996). Practice dilemmas and policy implications in case management. In C.D. Austin & R.W. McClelland (Eds.). Perspectives on Case Management. (p. 257-278).

14 11/24 Second Paper Due

15 12/1 Review Course

End of Classes/Final Exam