

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW-503: FOUNDATIONS OF SOCIAL WORK PRACTICE II

Course Outline

Fall 2004

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Required **Readings: Electronic Reserves at UTK Library: www.lib.utk.edu

Continued Texts from SW 501 Foundations of Practice I:

Hepworth, Rooney and Larsen. Direct Social Work Practice.

Lowenberg & Dolgoff. Ethical Decisions for Social Work Practice.

Course Grade Point Distribution

Point Assignment Distribution

95-100 = A	Assign. #1	20
89-94 = B+	Assign. #2	25
83-88 = B	Assign. #3	15
77-82 = C+	Assign. #4	20
71-76 = C	Participation	10
70 & below = F	Reading responses	<u>10</u>
		100 points

Evaluation Policies and Grading Criteria for ALL course work:

Written work must be completed and submitted on time; permission to submit a paper later than its official due date must be obtained from the instructor PRIOR to one (1) hour before the assignment is due; papers submitted late without prior permission will not be accepted.

Assignments must follow the format given in the assignment description/outline.

Assignments must demonstrate the ability to integrate theories, concepts and practice approaches/interventions as requested in the description(s) of assignment(s).

All written assignments must be identified by **Social Security Numbers ONLY —NO NAMES.**

Spelling errors, syntactical errors or verb tense errors in written out-of-class assignments: ONE (1) point will be deducted for each. (Exception: reading responses)

Attendance and participation evidencing preparedness for class discussions & activities is expected.

WEEKLY READING RESPONSES:

In your readings, pick a particular article, chapter or passage that has some significance to you personally or professionally and write a short summary (1-2 paragraphs) of what appealed to you about the reading. **Do not simply summarize what the article is about, apply what it says to your own life, either personally or professionally.** Each weekly assignment will be worth one

point toward your total grade. You will be required to turn in 10 total reading responses (one per class meeting). Since we have 14 classes (after initial session), you will be allowed to turn in up to 14 responses and can get extra points toward your grade! They will be graded on level of understanding of the concepts, integration of theory to practice, and originality. They should be turned in at the beginning of each class session, and are not accepted outside of class. I will only accept one reading response per class meeting.

COURSE SESSION SCHEDULE & ASSIGNED READINGS

Social Work with Families

Session 1 & 2 & 3 Aug. 24th, Aug. 31st, & Sept. 7th

Topics: Overview of course: Learning expectations
 Family-centered social work practice from a generalist perspective
 Ethical dilemmas in work with families

Readings:

**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, 77(4), 195-202.

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

**Hartman, A., & Laird, J. (1983). Assessment in time: The intergenerational assessment. In Family-centered Social Work Practice, A. Hartman & J. Laird (pp.211-230). New York: The Free Press.

**Hartman, A., & Laird, J. (1998). Moral and ethical issues in working with lesbians and gay men. Families in Society: The Journal of Contemporary Social Work, 79(3): 263-276.

**McPhatter, A. (1991). Assessment revisited: A comprehensive approach to understanding family dynamics. Families in Society: The Journal of Contemporary Social Work, 72(1), 11-22.

**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: The Journal of Contemporary Social Work, 78(1), 96-101.

Resources (to be given out in class)

Characteristics of Systems
Concepts of Family-centered Social Work Practice
Emotional Tasks of Family Development
Family Lifespan Development
Ethical Dilemmas in Family-Centered Practice

Video: Going Home

Session 4**Sept. 14th**

Topic:

Assessing the family system and its ecological context

Assignment #1 DUE by noon Friday, Sept. 17thReadings:

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

**Devore, W., & Schlesinger, G. (1999). Ethnic-sensitive practice with families. In Ethnic Sensitive Social Work Practice, W. Devore & G. Schlesinger (pp. 243-260). Boston, MA: Allyn & Bacon.

**Early, T., & GlenMaye, L. (2000). Valuing families: Social work practice from a strengths perspective. Social Work, 45(2), 118-130.

**Laird, J. (1996). Family-centered practice with lesbian and gay families. Families in Society: The Journal of Contemporary Social Work, 77(9), 559-572.

**Gant, L., & Gutierrez, L. (1996). Effects of culturally sophisticated agencies on Latino Social Workers. Social Work, 41(6), 624-631.

**Hartman, A., & Laird, J. (1983). The family in space: Ecological assessment. In Family-centered Social Work Practice, A. Hartman & J. Laird (pp.157-186). New York: The Free Press.

**Keigher. (1997). America's most cruel xenophobia. Health and Social Work, 22(3), 232-237.

**Morrow, D. (2000). Coming out to families: Guidelines for intervention with gay and lesbian clients. Journal of Family Social Work, 5(2), 53-66.

**Swigonski, M.E. (1996). Challenging privilege through Africentric social work practice. Social Work, 41, 153-161.

**Weaver. (1999). Indigenous people and the social work profession: Defining culturally competent services. Social Work, 44(3), 217-225.

Handouts:

Transgenerational family mapping

Activity:

The worker's family of origin and the use of self

Video:

Love and Work: One Woman's Study of her Family of Origin

Session 5 & 6 & 7**Sept. 21st, 28th, & Oct. 5th**

Topic:

Transgenerational family assessment

Cultural assessment of families

Intervening with families

Readings:

**Al-Krenawi, A., & Graham, J. (2000). Culturally sensitive social work practice with Arab clients in mental health settings. Health and Social Work, 25(1), 9-22.

**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.

**Cnaan, R., & Bodie, S. Charitable choice and faith-based welfare: A call for social work. Social Work, 47(3), 224-235.

**Dosser, D., Smith, A., Markowski, E., & Cain, H. (2001). Including families' spiritual beliefs and their faith communities in systems of care. Journal of Family Social Work, 5(3), 63-78.

**Hall, R. (2002). Biracial sensitive practice: Expanding social services to an invisible population. Journal of Human Behavior, 5(2), 29-44.

**Hartman, A., & Laird, J. (1983). The family unit as a resource and target of change. In Family-centered Social Work Practice, A. Hartman & J. Laird (pp.305-325). New York: The Free Press.

**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(1/2), 63-78.

**Mayo, Y. (1997). Machismo, fatherhood and the Latino family: Understanding the concept. Journal of Multicultural Social Work, 5, 49-61.

**Pellebon, D., & Anderson, S. (1999). Understanding the life issues of spiritually-based clients. Families in Society: The Journal of Contemporary Social Work, 80(3), 229-238.

**Voss, R., Douville, V., Solder, A., & Twiss, G. (1999). Tribal and Shamanic-based social work practice: A Lakota perspective. Social Work, 44(3), 228-241.

Handouts: Logic Modeling: Assessment and Goal Statements
Activity: Dorothy Miller: 3 perspectives, 3 assessments, and 3 results
Part 1: Assignment #2: Application of theory/concept to interventions

Sessions 8 & 9 **Oct. 12th & 19th**
Topics: Empowerment practice & the Strengths Perspective
Ethical conflicts: Client vs. agency/managed care needs

Assignment #2 DUE by noon Friday, October 22th

Readings:
**Baines, D. (1998). Feminist social work in the inner city: The challenges of race, class, and gender. Affilia, 12(3), 297-317.

**Carter, C. (1997). Using African-centered principles in family-preservation services. Families in Society: The Journal of Contemporary Social Work, 78(5), 531-538.

**Castex, G. (1994). Providing services to Hispanic/Latino populations: Profiles in diversity. Social Work, 39(3), 288-296.

**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.

**Furstenberg, A., & Rounds, K. (1995). Self-efficacy as a target for social work intervention. Families in Society: The Journal of Contemporary Social Work, 76(10), 587-595.

**Reamer, F. (1997). Managing ethics under managed care. Families in Society: The Journal of Contemporary Social Work, 78(1), 96-101.

**Ronneau, J., & Poertner, J. (1993). Identification and use of strengths: A family system approach. Children Today, 22(2), 20-23.

Activity: Logic Modeling: Objectives and methods
Family and ecological mapping combined as an assessment tool
Video: Practice with Black Families: Nancy Boyd-Franklin (Parts 1 & 2)

Social Work with Groups

Sessions 10 & 11 Oct. 26th & Nov. 2nd

Topic: Group work: Supportive, psycho-educational and task-centered groups

Assignment #3 DUE by noon Friday, November 5th

Readings:

Hepworth, Rooney, & Larsen: Chapter 17, Intervention in Social Work Groups

Dolgoff & Lowenstein: Chapter 18, The Professional Relationship: Limits, dilemmas & problems

**Gambrill, E. (1997). Working with groups and families. In Social Work Practice: A Critical Thinker's Guide, E. Gambrill (pp. 517-590). New York: Oxford University Press.

**Lee, M.Y., Greene, G., & Rhenscheld, J. (1999). A model of short-term solution-focused group treatment of male domestic violence offenders. Journal of Family Social Work, 3(2), 39-57.

**McKay, M., Gonzales, J., Stone, S., Ryland, D., & Kohner, K. (1994). Multiple family therapy groups: A responsive intervention model for inner city families. Social Work with Groups, 18(4), 41-56.

Handouts: Field agency/system assessment form [preparatory to Assign. #4]

Resources: Characterstics/dynamics of group work

Activity: _____ Planning agency-based group work

Care Coordination & Evaluating Practice

Sessions 12 & 13 Nov. 16th & 23rd

Topics: The context and practice of care coordination
 Intra-agency and inter-agency teams in care coordination
 Evaluation of practice effectiveness
 **Preparatory form for Assignment #4 in class activity Nov. 16th

Readings:

Dolgoff & Lowenstein: Chapter 11, Changing world/Changing problems

**Hall, S. (1996). The community-centered board model of managed care for people with developmental disabilities. *Health and Social Work*, 21(3), 225-229.

**Indyk, et. al (1993). A community-based approach to HIV case management: Systematizing the unmanageable. *Social Work*, 38(4), 380-387.

**Martin, L., Peters, C., & Glisson, C. (1998). Factors affecting case management recommendations for children entering state custody. *Social Service Review*, 72(4), 521-544.

**Naleppa, M.J., & Reid, W. (1998). Task-centered case management for the elderly: Developing a practice model. *Research on Social Work Practice*, 8(1), 63-85.

**Purcell, D.W., DeGroff, A.S., & Wolitski, R.J. (1998). HIV prevention case management: Current practice and future directions. *Health and Social Work*, 23(4), 282-289.

Resources: CC Continuum: Focus & Social Work Roles
 Case Study: Carolyn Sniff Legal Brief

Activity: Logic Modeling: Outcomes and Practice Evaluation

Session 14 Nov. 30th
Activity: In-class Assignment #4
 Course evaluations