

THE UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK

SW503 – FOUNDATIONS OF SOCIAL WORK PRACTICE II

Course Outline

Fall 2005

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**Required Readings:** Electronic Reserves at UTK Library: [www.lib.utk.edu](http://www.lib.utk.edu)

**Continued Texts from SW 501 Foundations of Practice I:**

Hepworth, Rooney and Larsen. Direct Social Work Practice.

Loewenberg, Dolgoff and Harrington. Ethical Decisions for Social Work Practice.

**Course Grade Point Distribution**

190-200 = A  
177-189 = B+  
165-176 = B  
153-164 = C+  
141-152 = C  
140 & below = F

**Point Assignment Distribution**

|                   |            |
|-------------------|------------|
| Assign. #1        | 40         |
| Assign. #2        | 50         |
| Assign. #3        | 30         |
| Final Exam        | 40         |
| Participation     | 20         |
| Reading responses | <u>20</u>  |
|                   | 200 points |

**Evaluation Policies and Grading Criteria for ALL course work:**

1. 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.
2. Assignments must follow the format given in the assignment description/outline.
3. Assignments must demonstrate the ability to integrate theories, concepts and practice approaches/interventions as requested in the description(s) of assignment(s).
4. All written assignments must be identified by **Social Security Numbers ONLY—NO NAMES.**
5. 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)
6. 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 two (2) points toward your total grade. You will be required to turn in 10 total reading responses (one per class meeting). Since we have 15 classes, special consideration will be given for those students who turn in more than 10 responses and need a few extra points for the next letter 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.

## COURSE SESSION SCHEDULE & ASSIGNED READINGS

### Social Work with Families

#### **Session 1 & 2 & 3    Aug. 30<sup>th</sup>, Sept. 6<sup>th</sup>, & 13<sup>th</sup>**

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

#### Readings:

Hepworth, Rooney, & Larsen: Chapter 10, Assessing Family Functioning in Diverse Family and Cultural Contexts

Loewenberg, Dolgoff & Harrington: Chapter 6, Value Neutrality and Imposing Values

\*\*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.

\*\*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.

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

#### Resources (provided 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. 20<sup>th</sup>**

Topic:                    Assessing the family system and its ecological context

#### Readings:

\*\*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.

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

\*\*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.

\*\*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.

\*\*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

### **Assignment #1 DUE at Beginning of Class on Sept. 27<sup>th</sup>**

**Session 5 & 6 & 7 Sept. 27<sup>th</sup>, Oct. 4<sup>th</sup>, & 11<sup>th</sup>**

Topics: 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.

\*\*Congress, E. (1994). The use of culturagrams to assess and empower culturally diverse families. Families in Society: The Journal of Contemporary Social Work, 75(9), 531-540.

\*\*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. 18<sup>th</sup> & 25<sup>th</sup>**  
Topics: Empowerment practice & the Strengths Perspective  
Ethical conflicts: Client vs. agency/managed care needs

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.

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)

**Assignment #2 DUE at Beginning of Class Nov. 1<sup>st</sup>**

### **Social Work with Groups**

**Sessions 10 & 11**      **Nov. 1<sup>st</sup> & 8<sup>th</sup>**

Topic: Group work: Supportive, Psycho-Educational and Task-Centered groups

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

Loewenberg, Dolgoff & Harrington: Chapter 8, 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.

Resources: Characteristics/dynamics of group work

Activity: Planning agency-based group work

### **Assignment #3 DUE at Beginning of Class Nov. 15<sup>th</sup>**

#### **Care Coordination & Evaluating Practice**

**Sessions 12 & 13**      **Nov. 15<sup>th</sup> & 22<sup>nd</sup>**

Topics:                      The context and practice of care coordination  
                                    Intra-agency and inter-agency teams in care coordination  
                                    Evaluation of practice effectiveness

Readings:

Loewenberg, Dolgoff & Harrington: 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.

\*\*Seltzer, M., Litchfield, L., Kapust, L., & Mayer, J. (1992). Professional and family collaboration in case management: A hospital-based replication of a community-based study. Social Work in Health Care, 17(1), 1-22.

Resources:                      CC Continuum: Focus & Social Work Roles

                                    Case Study: Carolyn Sniff Legal Brief

Activity:                              Logic Modeling: Outcomes and Practice Evaluation

**Session 14**                              **Nov. 29<sup>th</sup>**

Activity:                              Review of topics to be included on Final Exam.

**Session 15**                              **Dec. 6<sup>th</sup>**

Activity: Final Exam (comprehensive)  
Course Evaluations

## ASSIGNMENTS

### **Assignment #1: 40 points**

- I. Create a three generation family map (genogram) of your family of origin/intimacy with yourself at the bottom-most level. Include a “key” for the symbols you use on the map. **ALSO** include your family’s ecological map on a separate page.  
Identify each of the following on the map of your family system:
- a. Relationships
  - b. Triangles
  - c. Boundaries
  - d. Alliances/collusions
  - e. Dates of birth, death, marriage, divorce, separation, ages, etc.

#### **Points for part I: 20**

- II. Attach a double-spaced typewritten narrative in which you:
- a. Identify **ONE** META-rule for your transgenerational family system and include descriptions of 2 demonstrations of that rule in your family. **(6 points)**
  - b. Identify **TWO** transgenerational family rules. **(4 points)**
  - c. Identify the developmental stage of your *multigenerational/transgenerational* system **AND** provide your justification/rationale for that identification. **(4 points)**
  - d. Identify two cultural patterns/beliefs transmitted to you through your family systems **(2 points)** and discuss:
    1. How are these patterns/beliefs useful in your professional social work practice? **(2 points)**
    2. How might these patterns/beliefs be barriers in your professional social work practice? **(2 points)**

**MAXIMUM TOTAL TWO TYPEWRITTEN PAGES**, double-spaced, APA style; plus **TWO** pages for the maps.

### **Assignment #2: 50 points**

- I. View one of the following films:  
In America  
Ordinary People  
Soul Food  
What’s Eating Gilbert Grape?  
Real Women Have Curves
- II. Create a 3-generation map (as completely as possible, given each movie’s information), noting relationships, boundaries, triangles, alliances/collusions, and approximate ages, significant dates on the map. **(10 points)**
- III. Identify, analyze, and assess—*using family system & family development theories and concepts*—three difficulties/issues/problems depicted in the film. That is, explain how/why each of these three issues is/are present using concepts from family systems and family life-span development theories, incorporating the information provided by the family map. **(12 points)**
- IV. Assess, identify, and describe the family’s risk and strength factors. **(8 points)**

- V. Provide a comprehensive problem statement based on your answers to II, III, & IV above. **(4 points)**
- VI. Choose **ONE** of the three difficulties/issues/problems you identified above and:
  - a. Delineate worker and family interventions/tasks/methods to address the issue, incorporating the family's strengths you identified in IV above. **(4 points)**
  - b. Incorporate in these worker and family interventions/tasks/methods how you would utilize this family's culture, class, race, ethnicity, spirituality to work effectively with them. **(4 points)**
- VII. Ethical/value conflicts:
  - a. What personal **AND** professional ethical and value conflicts might you experience in actually working with this family? **(4 points)**
  - b. How would you resolve these ethical/value conflicts? **(4 points)**

**MAXIMUM FIVE (5) PAGES**, double-spaced, typewritten, APA style (map is additional page)

**Assignment #3: 30 points**

- I. Identification of need:
  - a. Identify a client population in your field placement or your employing agency which you see as having unmet needs which *could* be served by group work *but* are not currently being met through group work. **(4 points)**
  - b. Identify the unmet psychosocial need of that client population. **(6 points)**
- II. Intervention:
  - a. Identify the type of group you are recommending. **(4 points)**
  - b. Provide a conceptual rationale for your recommendation in "a" above. **(6 points)**
  - c. State ONE objective for the group you identify in "a" above. **(4 points)**
- III. Describe **EITHER** the steps/tasks of the pre-planning/planning stage you would implement in preparation for the group **OR** the steps/tasks you would implement in the initial session(s) of the client group itself. **(6 points)**

**MAXIMUM TWO (2) PAGES**, double-spaced, typewritten, APA style.