

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

**SW503 -FOUNDATION OF SOCIAL WORK PRACTICE II**

Course Outline  
Fall 2005

Credits: 3

Instructor: Julie H. Grocki, CMSW

Office Hours: By appointment

Class Meetings: Monday 6:45PM-9:35 PM, Room 209

E-mail: JGrocki@utk.edu

**\*Required Readings & Texts**

\*Thomlison, B. (2002). *Family assessment handbook: An introductory practice guide to family assessment and intervention*. Pacific Grove, CA: Brooks/Cole.

\*Toseland, R. & Rivas, R. (2005). *An introduction to group work practice* (5<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.

\* Other Required Readings (on line).

\*\*Additional Readings (on line)

**Course Requirements**

Lectures, class discussions, and small group case analyses will be utilized in this course. 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. A half a letter grade will be dropped after the due date for each day a paper is late.

**Assignments**

1st Paper Assignment (25%)

2nd Paper Assignment (25%)

Quizzes (10%)

First Exam (15%)

Second Exam (15%)

Class Attendance and Participation (10%)

**Attendance and Participation Reminder**

Students are expected to attend every class session. Class participation is expected and the instructor reserves the right to give some weight, positive or negative to classroom participation. Given the importance of class attendance and participation, missing more than one class will likely place an "A" grade out of reach. It is essential that students notify the instructor in a timely manner if circumstances interfere with class attendance or the completion of course assignments. 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 (90-100) Outstanding/Superior.

B+ (86-89) Very Good.

B (80-85) Good.

C+ (76-79) Average.

C (70-75) Poor

D (60-69) Very Poor

F (59-Below) Course expectations are not met.

### **Course Outline**

<b>Week</b>	<b>Date Topic/Readings</b>
<b>Week 1</b>	<b>8-29 Course Overview</b> Student introductions, review of syllabus, paper assignments, lectures and discussion of student expectations. <b>Discussion:</b> The context of social work practice with families and small groups.  *Thomlison, B. (2002). <i>Family assessment handbook: An introductory practice guide to family assessment and intervention</i> . Pacific Grove, CA: Brooks/Cole. <b>Preface and Chapter 1, pp.3-9</b>
<b>Week 2</b>	<b>9-05 Labor Day Holiday</b> <b>No Class</b>
<b>Week 3</b>	<b>9-12 Understanding Family Centered Social Work Practice</b> *Thomlison, B. (2002). <i>Family assessment handbook: An introductory practice guide to family assessment and intervention</i> . Pacific Grove, CA: Brooks/Cole. Chapter 2 pp. 17-28.  * Nichols, M & Schwartz, R. (2001). Early models and basic techniques: Group Process and Communication Analysis. In <i>Family Therapy: Concepts and Methods</i> (4 <sup>th</sup> ed) (pp.65-101). Needham Heights, MA: Allyn and Bacon.  * Nichols, M. & Schwartz, R. (2001). The fundamental concepts of family therapy. In <i>Family Therapy Concepts and Methods</i> (pp.103-135). Needham Heights, MA: Allyn and Bacon.
<b>Week 4</b>	<b>9-19 The Family as a System</b>

## Quiz #1

\*Thomlison *Family assessment handbook: An introductory practice guide to family assessment and intervention*. Pacific Grove, CA: Brooks/Cole.

### Chapter 3 pp.29-50.

\*Hartman and Laird (1983). An epistemological framework. In *Family Centered Social Work Practice* (pp.59-74).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.

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

## Week 5 9-26 Culture, Diversity and Family Treatment

**In Class Video:** The Color of Fear (1994). Lee Mun Wah (producer and director), Monty Hunter (coproducer). Stir-Fry Productions: Oakland, CA.

\*Thomlison, B. (2002). *Family assessment handbook: An introductory practice guide to family assessment and intervention*. Pacific Grove, CA: Brooks/Cole.

### Chapter 9, pp.125-135.

\*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.

\*Ariel, S. (1999). The necessity to incorporate culture into the theory and practice of family therapy. In *Culturally Competent Family Therapy: A General Model*. Praeger: Westport, Connecticut.

\*Baines, D. (1998). Feminist social work in the inner city: The challenges of race, class, and gender. *Affilia*, 12(3), 976-319.

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

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

\*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.

**Week 6**      **10-03 A Framework for Practice**

**Exam 1**

\*Blundo, R. (2001). Learning strengths-based practice: Challenging our personal and professional frames. *Families in Society: The Journal of Contemporary Human Services*, 82(3), 96-304.

\*Graybeal, C. (2001). Strengths-based social work assessment: Transforming the dominant paradigm. *Families in Society: The Journal of Contemporary Human Services*, 82m(3m), 233-242.

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

**Week 7**      **10-10 Ethical Dilemmas and Care Coordination**

**Paper 1 Due**

**Video:** National Association of Social Workers [NASW](1995). Professional choices: Ethics at work. Allan Shapiro & Karen Kenton (producer and director). NASW: Washington, DC

\*Thomlison, B. (2002). *Family assessment handbook: An introductory practice guide to family assessment and intervention*. Pacific Grove, CA: Brooks/Cole.

**Chapter 1 pp. 9-13**

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

\*NASW (2005). Code of Ethics. Retrieved from <http://www.socialworkers.org/pubs/code/code.asp>

\*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.

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

**Week 8**      **10-17 Beginnings and Assessment**

**Quiz # 2**

\*Navarre, S. (1998). Salvador Minuchin's structural family therapy and its application to multicultural family systems. *Issues in Mental Health Nursing*, 19(6), 557-570.

\*Thomlison, B. (2002). *Family Assessment Handbook: An Introductory Practice Guide to Family Assessment and Intervention*. Pacific Grove, CA: Brooks/Cole.

**Chapter 4 p.51-74**

**Week 9**      **10-24 Assessment and Intervention**

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

\*Strom, R. & Strom, S. (2000). Meeting the challenge of raising grandchildren. *International Journal of Aging and Human Development*, 51(3), 183-198.

\*Thomlison, B. (2002). *Family Assessment Handbook: An Introductory Practice Guide to Family Assessment and Intervention*. Pacific Grove, CA: Brooks/Cole. **Chapter 5 p.75-86.**

**Week 10**      **10-31 Group Experience**  
**TBA**

\*Thomlison, B. (2002). *Family assessment handbook: An introductory practice guide to family assessment and intervention*. Pacific Grove, CA: Brooks/Cole.  
**Chapter 6, pp. 87-97.**

\*Toseland, R. & Rivas, R.(2005). *An Introduction to Group Work Practice* (5th ed.). Boston, MA: Allyn & Bacon. **Chapters 1 & 3.**

**Week 11**      **11-07 Social Work Practice with Groups.**  
**Quiz #3**

\*Toseland, R & Rivas, R. (2005). *An Introduction to Group Work Practice* (5th ed.). Boston, MA: Allyn & Bacon. **Chapters 4 & 5.**

\*Toseland, R., Rivas, R., 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.

**Week 12**      **11-14 Beginning Stage of Group Practice**

\*Toseland, R. & Rivas, R. (2005). *An Introduction to Group Work Practice* (5th ed.). Boston, MA: Allyn & Bacon. **Chapters 6 & 8.**

**Week 13**      **11-21 Middle Stage of Group Practice**

\*Nicholson, B. & Kay, D. (1999). Group treatment of traumatized Cambodian women: A culture-specific approach. *Social Work*, (44) 5, 470-479.

\*Pinto, R.M. (2000). HIV prevention for adolescent groups: A six step approach. *Social Work with Groups*, (23), 3, 81-99.

\*Toseland, R. & Rivas, R. (2005). *An Introduction to Group Work Practice* (5th ed.). Boston, MA: Allyn & Bacon. **Chapters 9 & 10.**

**Week 14**      **11-28 End Stage of Group Practice**  
**Quiz #4**

\*Birnbaum, M. & Cicchetti, A. (2000). The power of purposeful sessional endings in each group encounter. *Social Work with Groups*,23(3), 37-52.

\*Toseland, R. & Rivas, R. (2005). *An Introduction to Group Work Practice* (5th ed.). Boston, MA: Allyn & Bacon. **Chapters 13-15.**

**Week 15**    **12-05 Last Class**  
**Second Paper Due**  
**Review**

**Final Exam: During Finals week**

## **\*\*Additional Readings**

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

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. & Lynn, M. (1994). Group work programs in public schools: Ethical dilemmas and cultural diversity. *Social Work in Education*, 16 (2), 107-114.

Cummings, S.M., Long, J.K. & Person-Hazan (1998). The efficacy of a group treatment model in helping spouses meet the emotional and practical challenges of early stage care giving. *Clinical Gerontologist*, (20)1, 29-44.

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

Epstein, N., Schlesinger, S. & Dryden, W. (1988). Concepts and methods of cognitive-behavioral family treatment. In *Cognitive-Behavioral Therapy with Families* (pp. 5-48). New York: Brunner/Mazel.

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

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

Janzen, C. & Harris, O. (1997). Cultural Diversity in Family Treatment. In *Family Treatment in Social Work Practice*. (pp. 153-181). Itasca, IL: Peacock.

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

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

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.

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.

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

McPhatter, A. (1991). Assessment revisited: A comprehensive approach to understanding family dynamics. *Families in Society: The Journal of Contemporary Social Work*, 79(3), 263-276.

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.

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

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

Rose, S.M. & Moore, V.L. (1995). Case management. In *Encyclopedia of Social Work* (Vol. 1, pp. 335-340). (19<sup>th</sup> ed.). Washington DC: National Association of Social Workers.

Rothman, J. (1991). A model of case management: Toward empirically based practice. *Social Work*, 36(6), 520-528.

Schlesinger, S. (1988). Cognitive-Behavioral Approaches to Family Treatment of Addictions. In Epstein, S.E. Schlesinger & W. Dryden (Eds.), *Cognitive-Behavioral Therapy with Families* (pp.254-291). New York: Brunner/Mazel.

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.

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

## Paper Assignments

### Assignment #1 (Course Value: 25% of grade)

View one of the following videos: **Soul Food** or **My Fat Greek Wedding**

- 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. Write about the family relationships noting boundaries, triangles, alliances/collusions, approximate ages, and significant dates.
- C. Analyze and assess from a family systems 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.
- D. Assess, identify and describe the family's risk and strength factors. Identify the function and/or purpose of overt and covert family rules/traditions. Identify and discuss the boundaries, relationship patterns, triangles, alliances and collusions formed.
- E. Delineate social work interventions or 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 and spirituality that you would need to know to work effectively with them?

Please follow the criteria listed above in structuring your paper. Not following this format will impact your points for this assignment. Paper length is 7-10 pages. This length does **not** include the reference page. Two peer reviewed journal references are required. Use the APA 5<sup>th</sup> edition format.

### Assignment #2 Course Value: (25% of grade)

Each student will write a paper that will describe and analyze a family or group intervention/therapy approach that has been implemented with an at-risk population from a group discussed in class or a group of the student's interest. This research paper must be typed, double-spaced. Follow the APA 5<sup>th</sup> edition format. Papers should a minimum of 10 pages/maximum of 15 pages of text. Minimum/maximum length **does not** include the reference page. A minimum of 5 peer reviewed journal references are required for this paper. Once again, please follow the criteria as listed and structure your paper clearly. Your grade will reflect the extent to which you follow instructions.

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 topic must be approved by the instructor. Seek the instructor's approval prior to the final selection of a topic. Possible topics include but are not limited to the following:

Battered Adults  
Abused Children  
Abused Elders  
Cancer Patients  
Seriously Mentally Ill Persons  
Persons with AIDS  
Children of Divorce  
Alcohol or Drug Addictions  
Elderly Persons with Chronic Illnesses  
Lesbians  
Gay men  
Persons Diagnosed with ADHD  
Incarcerated Females  
Incarcerated Males  
Incarcerated Juveniles  
Illegally Immigrated Families  
Elderly Depressed African-Americans  
Children's Exposure to Pesticides  
Sexually Abused Children  
Persons Who are Depressed/Suicidal  
Youth Diagnosed with Conduct Disorders  
Persons Diagnosed with Eating Disorders

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 treatment and effectiveness studies:** Provide a comprehensive overview of the 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?
- **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?

Paper Grading Criteria:

- Did the writer follow thoroughly APA format?
- Did the writer appropriately label and discuss each section of the paper?
- Did the writer clearly state the purpose of the paper?

- Did the writer provide a thoughtful analysis of this topic by integrating relevant information? Were concrete examples used to clarify and support points being made?
- Did the writer communicate about these points 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 there glaring grammatical errors?
- Did the writer present clear and appropriate organizational skills?
- Did the writer use current, relevant, as well as seminal references?
- Did the writer display creative and critical thinking?
- Did the writer cover all major ideas about this topic?
- Did the writer address that which he/she stated would be address?
- Did writer address criteria as set out in the assignment?
- Does the writer come to any conclusions based upon the research and reading undertaken?