

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

**SW503 - Foundation of Social Work Practice II**  
Course Outline  
Fall 2006

Instructor: Susan Neely-Barnes, MSW, Ph.D.  
Office: Boling Center Room E602B  
Telephone: (901) 448-4460  
E-mail: sneely2@utk.edu

Office Hours:  
Mondays 4:30-5:30,  
Tuesdays 12:30-1:30,  
And by appointment

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

Thomlison, B. (2007). *Family assessment handbook: An introduction and practical guide to family assessment* (2<sup>nd</sup> ed.). Belmont, CA: Thomson Brooks/Cole.

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

Hepworth, Rooney, Rooney, Strom-Gottfried & Larsen. *Direct Social Work Practice*, 7<sup>th</sup> Edition.

**COURSE EXPECTATIONS FOR STUDENTS**

1. Students are expected to attend all class sessions and to arrive on time, unless the student has notified the instructor in advance.
2. Students are expected to complete all assigned readings before coming to class.
3. Students are expected to complete and submit assignments on time within the guidelines provided.
4. Students should use the *Publication Manual of the American Psychological Association*, (5<sup>th</sup> edition), as a guide for writing papers and citing sources. Assignments are to be typed, double-spaced and use inclusive language.
5. Students are expected to offer the instructor clear, constructive feedback on the class.

**Grade Point Distribution**

100 – 94	A
93 – 88	B+
87 – 80	B
79 – 73	C+
72 – 65	C
Below 65	F

**Assignments**

Family reflection paper – part 1	10 points
Family reflection paper – part 2	10 points
Family case study paper	30 points
Group work paper	25 points
Class participation	10 points
On-line discussion	10 points
Class discussion leadership	5 points

## Course Schedule

**Session 1:** August 29<sup>th</sup> Introduction, Family-centered social work practice

### Readings

Thomlison chapter 1

A.E. Ivey, M. D'Andrea, M.B. Ivey, & L. Simek-Morgan (2002) The empathic attitude: Individual, family, and culture. In *Theories of counseling and psychotherapy: A multicultural perspective*, (5<sup>th</sup> ed.) (pp. 27-53). Boston: Allyn & Bacon.

**Session 2:** September 5<sup>th</sup> Ethical dilemmas in working with families

**DUE:** Family reflection paper (part 1)

### Readings

Thomlison chapter 3

Cohen, J. (2003). Managed care and the evolving role of the clinical social worker in mental health. *Social Work*, 48(1), 34-43.

Kuczynski, K. & Gibbs-Wahlberg, P. (2005). HIPAA the health care hippo: Despite the rhetoric, is privacy still an issue? *Social Work*, 50, 283-287.

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.

**Session 3:** September 12<sup>th</sup> Assessment of families

**DUE:** Bring a copy of an assessment from your work or field placement

### Readings

Thomlison chapter 2 and 6

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

**Session 4:** September 19<sup>th</sup> Family systems and its application, key concepts from family therapy

### Readings

Thomlison chapter 4 and 10

Rigazio-DiGillio, S. (2002). Family counseling and therapy: Theoretical foundations and issues of practice. In (A.E. Ivey, M. D'Andrea, M.B. Ivey, & L. Simek-Morgan, Eds.), *Theories of counseling and psychotherapy: A multicultural perspective*, (5<sup>th</sup> ed.), (pp. 390-428). Boston: Allyn & Bacon.

**Session 5:** September 26<sup>th</sup> – **on-line class** Family life cycle, genogram review

**DUE:** on-line discussion part 1

### Readings

Collins, D., Jordan, C., & Coleman, H. (2007). Family development and the life cycle. In *An introduction to family social work* (2<sup>nd</sup> ed.), (pp. 178-219). Belmont, CA: Thomson Brooks/Cole.

Devore, W. & Schlesinger, G. (1999). Ethnic-sensitive practice with families. In W. Devore & G.

Schlesinger (Eds.), *Ethnic-sensitive social work practice*, (pp. 243-260). Boston: Allyn & Bacon.

Ragg, D.M. (2006). The four parenting functions. In *Building family practice skills: Methods, strategies, and tools*, (pp. 37-68). Belmont, CA: Thomson Brooks/Cole.

**Session 6:** October 3<sup>rd</sup> Trans-generational families, non-traditional families, blended families  
**DUE:** Family reflection paper (part 2)

### Readings

Thomlison chapter 5

Jones, A.C. (2003). Reconstructing the stepfamily: Old myths, new stories. *Social Work, 48*, 228-236.

Ryan, S.D., Pearlmutter, S. & Groza, V. (2004). Coming out of the closet: Opening adoptive agencies to gay and lesbian adoptive parents. *Social Work, 49*, 85-95.

**Session 7:** October 10<sup>th</sup> - Strengths-based family practice

Thomlison chapter 8

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

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

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

Hodge, D.R. (2005). Spiritual lifemaps: A client-centered pictorial instrument for spiritual assessment, planning, and intervention. *Social Work, 50*, 77-87.

October 17<sup>th</sup> – No class

**Session 8:** October 24<sup>th</sup> – Violence and families

Thomlison chapter 12 and 15

Bell, H. (2003). Strengths and secondary trauma in family violence work. *Social Work, 48*, 513-522.

Bent-Goodley, T.B. (2005). An African-centered approach to domestic violence. *Families in Society, 86*, 197-206.

Forgey, M.A. (2000). Social work assessment in intimate partner violence: Integrating the empirical knowledge base. *Journal of Applied Social Sciences, 24*, 45-59.

Edleson, J. (2001). Studying the co-occurrence of child maltreatment and domestic violence in families. In S.A. Grham-Bermann & J. Edleson, *Domestic violence in the lives of children* (pp. 91-110). Washington, DC: American Psychological Association.

Terr, L. C. (1991). Childhood traumas: An outline and overview. *American Journal of Psychiatry, 148*, 10-20.

**Session 9:** October 31<sup>st</sup> – Halloween – **on-line class** - Disability and families

**DUE:** on-line discussion part 2

### **Readings**

Thomlison chapter 16

Ferguson, P.M. (2001). Mapping the family: Disability studies and the exploration of the parental response to disability. In G.L. Albrecht, K.D. Seelman, & M. Bury, (Eds.), *Handbook of disability studies*, (pp. 373-395). Thousand Oaks, CA: Sage.

Langworthy, C.N. & Wong-Kim, E.C. (2004). Asian Americans with disabilities: Influence of the disability rights movement on culturally competent social work practice. *Review of Disability Studies, 1*, 80-87.

Olkin, R. (1999). Families with disabilities. *What psychotherapists should know about disability*, (pp. 90-136). New York: The Guilford Press.

**Session 10:** November 7<sup>th</sup> Substance abuse and families

**DUE:** Family case study paper

### **Readings**

Thomlison chapter 14

Hohman, M. M. (1998). Motivational interviewing: An intervention tool for child welfare caseworkers working with substance-abusing parents. *Child Welfare, 77*, 275-289.

Marcenko, M.O., Kemp, S.P., & Larson, N.C. (2000). Childhood experiences of abuse, later substance use and parenting outcomes among low-income mothers. *American Journal of Orthopsychiatry, 70*, 316-326.

Walters, K.L., Simoni, J.M. & Evans-Campbell, T. (2002). Substance use among American Indians and Alaska Natives: Incorporating culture in an "indigenist" stress-coping paradigm. *Public Health Reports, 117*, S104-S117.

**Session 11:** November 14<sup>th</sup> Culture and families, Evaluation of practice with families

### **Readings**

Thomlison chapter 7

Hodge, D.R. (2005). Social work and the house of Islam: Orienting practitioners to the beliefs and values of Muslims in the United States. *Social Work, 50*, 162-173.

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

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

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

**Session 12:** November 21<sup>st</sup> Work with Groups: Part 1 – Beginning stages of group practice

## Readings

Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen: Chapter 16, Intervention in Social Work Groups

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

**Session 13:** November 28<sup>th</sup> Work with Groups: Part 2 – Middle and ending stages of group practice

## Readings

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.

Wituk, S., Shepherd, M., Slavich, S., Warren, M., & Meissen, G. (2000). A topography of self-help groups: An empirical analysis. *Social Work*, 45(2), 157-165.

December 5<sup>th</sup>

**DUE:** Group work paper

Assignments:

**Family reflection paper – part 1** (10 points): Read Thomlison's exercise 3.2 parts 1 (a-e), 2 (b & c), and 4 (a-e) (pp. 28-30).

Out of the 12 questions that are asked in this section, choose four to answer about your family. For example, you might choose to answer 1a, 1e, 2b, and 4b. Please use headings to identify to which sub-questions you are responding. Finally respond to the following question, why might it be important for social workers to analyze their own family systems and traditions?

**MAXIMUM THREE (3) PAGES**, double-spaced, typewritten, APA style

**Family reflection paper – part 2** (10 points):

Again, refer to Thomlison's exercise 3.2. Complete #3 (social network map and grid). Read parts 5 (a-i) and 6 (a-h). Again, select 4 sub-questions to answer about your family and use headings to identify the questions you have chosen.

**MAXIMUM THREE (3) PAGES**, double-spaced, typewritten, APA style

**Family case study paper** (30 points):

I. View one of the following films:

In America

Ordinary People

Soul Food

What's Eating Gilbert Grape?

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.

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.

IV. Assess, identify, and describe the family's risk and strength factors.

- V. Provide a comprehensive problem statement based on your answers to II, III, & IV above.
- 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.
  - 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.
- VII. Ethical/value conflicts:
  - a. What personal **AND** professional ethical and value conflicts might you experience in actually working with this family
  - b. How would you resolve these ethical/value conflicts?

**MAXIMUM SIX (6) PAGES**, double-spaced, typewritten, APA style (map is additional page)

**Group work paper (25 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.
  - b. Identify the unmet psychosocial need of that client population.
- II. Intervention:
  - a. Identify the type of group you are recommending.
  - b. Provide a conceptual rationale for your recommendation in "a" above.
  - c. State ONE objective for the group you identify in "a" above.
- 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.

**MAXIMUM FIVE (5) PAGES**, double-spaced, typewritten, APA style