

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

SW 503 – FOUNDATION OF SOCIAL WORK PRACTICE II

Spring Semester, 2003
Credits: 3
Telephone: 615-253-3049
Class Meetings: Monday, 1:00 – 3:50pm

Instructor: Marie Williams, LCSW
Email: Marie.Williams@state.tn.us
Office Hours: By Appointment

Code of Conduct:

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct code that is in the College of Social Work MSSW Handbook (www.csw.utk.edu).

The Honor Statement:

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics, 2002*).

Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the University of Tennessee Office of Disability Services at 865-974-6087. This will ensure that you are properly registered for services.

Course Description

This course is the second of a sequence of three required Foundation practice courses. The course focuses on generalist social work with families and small groups. It incorporates content on care coordination (case management) and participation in teams in relation to direct practice. The course is framed conceptually by the “ecological opportunities and risks” for human adaptation. Specifically, the course emphasizes assessment and intervention with clients/client systems inclusive of their risk, protective factors and strengths in the context of the supports and demands of their environment. Course topics include: problem solving approaches in social work with families; methods for planning, recruiting, and implementing basic social work groups (i.e., client task, support and psycho-educational groups); care coordination (case management) strategies across the continuum from the agency/unit case manager role through intra-agency and inter-agency care coordination; evaluation in practice; analysis of and strategies for the resolution of ethical conflicts in direct practice; and the role and functions of social workers in professional and interdisciplinary intra-agency and inter-agency teams.

Rationale:

Direct generalist social work practice with clients, client families and small groups in the context of their reciprocal relationships with their environment, including social service agencies, is generic to foundation knowledge about social work practice.

Course Objectives:

Upon completion of the course, students are expected to be able to demonstrate (through class session activities, discussions, assignments and/or exams):

1. Knowledge about adaptive change in small systems including the positive and negative influences of membership in oppressed groups and high-risk populations.
2. Knowledge of the influences of interpersonal and environmental stressors in high-risk populations.
3. The ability to explicate the professional conscious use of self in developing and maintaining relationships with client systems and with colleagues.
4. Beginning knowledge about differential assessment in social work practice.
5. The ability to apply specific models of assessment and intervention planning to practice (i.e., family-centered practice, task, support and psycho-education groups, care coordination).
6. The ability to explicate appropriately the social work roles (e.g., broker, linker, advocate, planner) in care coordination for services for clients.
7. The ability to assess the reciprocal influences on clients and the systems within which they are embedded (e.g., family, community, culture, service delivery agencies and service delivery systems).
8. The ability to develop ethically sound and culturally appropriate interventions with clients of various ethnicities, races, nationalities, ages, spiritual backgrounds, socio-economic classes, abilities and sexual orientations.
9. Knowledge of the application of preventive strategies in social work with clients.
10. The ability to identify ethical dilemmas in social work practice with clients and as a social worker within an organizational system.
11. The ability to plan resolution strategies for the ethical dilemmas in social work practice with clients and as a social worker within an organizational system.
12. Knowledge of the roles and functions of the professional social worker in intra-agency and inter-agency teams.
13. The ability to plan interventions such that the outcomes of those interventions can be evaluated.

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 **March 10, 2003**. 2nd Papers are due on **April 21, 2003**.

Course Outline

Week	Date	Topic/Readings
1	1/13	Course overview, assignments, student expectations
2	1/20	Martin Luther King Holiday
3	1/27	Understanding Generalist Social Work Practice – Strengths Perspective <ul style="list-style-type: none"> • 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. <i>Families in Society</i>, 76,3, 131-140.
4	2/3	A framework for practice, Assessments <ul style="list-style-type: none"> • 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.

- 5 2/10 Culture, diversity and family treatment
- * Video – 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.
- 6 2/17 Assessments, Goals and Objectives with Individuals and Families
- Poulin et al., Chapter 6, Developing Goals, Objectives and the Intervention and Evaluation Plan.
- 7 2/24 Intervention and Termination
- Poulin et al., Chapter 7, Intervention and Termination.
 - Erera, P. (2002). Chapter 4: Single parent families, Chapter 6: Lesbian and gay families, Chapter 7: Grandmother headed families. Family Diversity: Continuity and Change in the Contemporary Family.
 - Ambert, Anne Marie (1998). Disadvantaged families. Web of Poverty: Psychosocial Perspectives
 - Cooper, K. (1999). Practice with transgendered youth and their families. Social Services With Transgendered Youth
 - Tran, Thanh V. & McInnis-Dittrich, Kathleen (2001) Social support, stress, and psychological distress among single mothers. Race, Gender and Class 7 (4) 121-138
- 8 3/3 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	3/10	<p>Understanding social work practice with groups</p> <ul style="list-style-type: none"> • 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. <u>Social Work</u>, 45,2, 157-165. • Weeks, J., Heaphy, B., & Donovan, C. (2001) Families of choice: the changing context of non-heterosexual relationships. <u>Same Sex Intimacies: Families of Choice and Other Life Experiments.</u>, 9-27 • Freidman, L. (1997) Rural lesbian mothers and their families. Smith, James D., & Mancoske, Ronald J. (Editors) <u>Rural Gays and Lesbians: Building on the Strengths of Communities.</u> <p>*PAPER DUE!!</p>
10	3/17 3/24	<p>Spring Break Beginning stage of group practice</p> <ul style="list-style-type: none"> • 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. <u>Families in Society: The Journal of Contemporary Human Services</u>, 82,3, 243-249.
11	3/31	<p>Middle stage of group practice</p> <ul style="list-style-type: none"> • Toseland & Rivas, Chapter 8: Assessment, Chapter 9: Treatment groups: foundation methods, Chapter 10: Treatment groups: specialized methods.
12	4/7	<p>Ending stage of group practice</p> <ul style="list-style-type: none"> • Toseland & Rivas, Chapter 13: Evaluation, Chapter 14: Ending the group's work, Chapter 15: Case examples.
13	4/14	<p>Case coordination/case management</p> <ul style="list-style-type: none"> • Rothman, J. (1991). A model of case management: Toward empirically based practice. <u>Social Work</u>, 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 4/21 Course Review

15 4/28 End of Classes/Final Exam
