

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

SW-503 - FOUNDATIONS OF SOCIAL WORK PRACTICE II

Course Outline
Spring 2004

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Course Requirements/Evaluation Procedures:

Lectures, class discussions, role-plays, and small group case analyses will be utilized in this course. Concurrently with the study of groups during the second half of this course, a “group within a group”, a small approximately 5 week problem solving and support group, will meet for the first hour of class (including the entire class processing after each group meeting). The instructor and students share responsibility for raising important issues and questions related to the lectures and assigned readings.

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. One-day late papers will drop one letter grade, and for each week after the due date a letter grade will be dropped.

1st Paper Assignment (100 points)25%2nd Paper Assignment (100 points)25%Take Home Midterm (60 points) 15%Final Exam (100 points)25%Class and group participation (40 points) 10%

Attendance and Participation Reminder:

Students are expected to attend every class session. 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.

Assignment of Final Grades

The final course grade will be based on the following: A = 376-400 points (Superior performance, exceeds expectations)B+ = 348-375 points (Better than satisfactory performance)B = 328-347 points (Satisfactory performance, meets expectations)C+ = 308-327 points (Less than satisfactory performance)C = 280-307 points (Performance well below the standard expected of graduate students)

Paper Grading criteria:

Did the writer appropriately label and discuss each section of his/her paper?* Did the writer clearly state the purpose of the paper? Did he/she achieve that purpose?* Did the writer provide a thoughtful analysis of this topic by integrating relevant information?* Did the writer use

concrete examples to clarify and support his/her points?* Did the writer get his/her point across 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? [note: If I have to read a sentence more than twice in order to understand it, points will be deducted]* 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 discuss what writer stated would be addressed?* Did writer address criteria set out in the assignment?* Does the writer come to any conclusions based upon the research and reading undertaken?

Confidentiality

Use of, or reference to, actual family, personal, or case material will occur frequently and therefore confidentiality will be adhered to strictly. A break of confidentiality will result in expulsion from the MSSW program

Required Texts: Hartman, A., & Laird, J. (1983). Family-centered social work practice. New York: The Free Press. Toseland, R.W. & Rivas, R.F. (1998). An introduction to group work practice (3rd ed.). Allyn & Bacon. Lowenberg and Dolgoff. (2000) Ethical Decisions in Social Work Practice (6th ed. Itasca, Illinois. F.E. Peacock Publishers, Inc.

SOCIAL WORK PRACTICE WITH FAMILIES

1 1/12/04

Course overview. Student introductions, review of syllabus and paper assignments, lecture and discussion. The context of social work practice with families. Hartman, A., & Laird, J. (1983). (Part One- The context of family-centered practice) - A family focus in social work practice [Chapter 1]; An epistemological framework [Chapter 4]; Family theory for family-centered practice [Chapter 5]. In Family-centered social work practice. New York: The Free Press. Abramson, M. (1996). Reflections in knowing oneself ethically: Toward a working framework for social work practice. Families in Society, April, 195-201. 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, 63-78. Proctor, E., Davis, L.E., & Vosler, N.R. Families: Direct Practice. In The Encyclopedia of Social Work (1995). Washington, D.C. NASW Press

2 1/26/04

Elements to consider in family-centered practice.

Hartman, A., & Laird, J. (1983). (Part Two- Beginnings) - Getting started: Agency and casemanagement issues [Chapter 6]; Getting started: Contracting and interviewing [Chapter 7]. In Family-centered social work practice. New York: The Free Press. Pinderhughes, E. (1995). Empowering diverse populations: Family practice in the 21st century. Families in Society, 76, 3, 131-140. 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 Hepworth, D.H., Rooney, R.H., & Larsen, J. (1997). Assessing family functioning in diverse family and cultural contexts [Chapter 10]. In Direct social work practice: Theory and skills (5th ed.). Brooks/Cole Publishing Co.

3 1/26/04

Assessment and intervention in family-centered practice.

Hartman, A., & Laird, J. (1983). (Part Three- Assessment and Intervention) - The family in space: Ecological assessment [Chapter 8]; Family-environment transactions as target and resource for change [Chapter 9]; Assessment in time: The intergenerational perspective [Chapter 10]. In Family-centered social work practice. New York: The Free Press. de Shazer, S. (1992). Solution-focused therapy (case study 3-3, pp. 87-91). In C.W. LeCroy (Ed.) Case studies in social work practice. Belmont, CA: Wadsworth, Inc. DeJong, P., and Miller, S. (1995). How to interview for client strengths. *Social Work*, 40(6), 729-736. Cooper, K. (1999). Practice with transgendered youth and their families. *Social Services With Transgendered Youth Weeks*, J., Heaphy, B., & Donovan, C. (2001) Families of choice: the changing context of non-heterosexual relationships. *Same Sex Intimacies: Families of Choice and Other Life Experiments.*, 9-27

4 2/2/04

In-class genogram, ecomap, and timeline practice.

Hartman, A. (1995). Diagrammatic assessment of family relationships. *Families in Society*, 76, 111-122. McGoldrick, Monica, Gerson, Randy, and Shellenberger, Sylvia. 1999. *Genograms: Assessment and Intervention*, 2nd edition. New York: W. W. Norton. Chapters 1&2, pp. 1-61. Cournoyer, Barry. 2000. *Timelines from The Social Work Skills Workbook*. (3rd edition). Belmont, CA: Wadsworth Publishing Company. pages 44-47. Congress, E. (1994). The use of culturagrams to assess and empower culturally diverse families. *Families in Society*, 531-540. Dungee-Anderson, D., and Beckett, J. O. (1995). A process model for multicultural social work practice. *Families in Society*, October, 459-466. McPhatter, A. (1991). Assessment revisited: A comprehensive approach to understanding family dynamics. *Families in Society*, January, 146-156. Bernherdt, B. & Rauch, J.B. (1993). Genetic Family Histories: An Aid to Social Work Assessment. *Families In Society*, April, 195—205. McGoldrick, M., Gerson, R., Shellenberger, S. (1998). *Genograms: Assessment and Intervention* (2nd edition). New York: W. W. Norton. (excerpts) Ashford, J. B., LeCroy, c. W., Lortie, K. L. (2001). *Human Behavior In The Social Environment* (2nd Edition). Belmont, CA: Brooks/Cole. (excerpts) Anderson, R. E., Carter, I. E., Lowe, G. 1999. *Human Behavior in the Social Environment: A Social Systems Approach*. (5th ed.). New York: De Gruyter. (excerpts) Schriver, Joe M. 2001. *Human Behavior in the Social Environment*. (3rd ed.). Boston: Allyn and Bacon. (excerpts)

5 2/09/04

Ecomap and genogram construction and analysis. View Moonstruck

6 2/16/04

Assessment and intervention in family-centered practice

Assignment #1 due

Hartman, A., & Laird, J. (1983). (Part Three- Assessment and Intervention) - The intergenerational family system as a resource for change [Chapter 11]; Inside the family: Inner system assessment [Chapter 12]. In Family-centered social work practice. New York: The Free Press. Curry, C. (1992). A family systems approach to the treatment of codependency (case study 3-4, pp. 92-96). In C.W. LeCroy (Ed.) Case studies in social work practice. Belmont, CA: Wadsworth, Inc. Carter, C. (1997). Using African-centered principles in family preservation services. *Families in Society*, 531-538. Early, T.J., & GlenMaye, L.F. (2000). Valuing families: Social Work Practice with Families from a Strengths Perspective. *Social Work*, March, vol. 45, no. 2. The NASW Press, p. 118-130.

7 2/23/04

**Assessment and intervention in family-centered practice
Home Midterm Handed Out**

Take

Hartman, A., & Laird, J. (1983). (Part Three- Assessment and Intervention) - The family unit as a resource and target for change [Chapter 13]; Persistence, coherence, and paradox [Chapter 14]. In Family-centered social work practice. New York: The Free Press. Corcoran, K. (1992). Doing family therapy with an acting-out adolescent: Applying the empirical clinical practice model (case study 8-2, pp. 262-267). In C.W. LeCroy (Ed.) Case studies in social work practice. Belmont, CA: Wadsworth, Inc. Saleeby, D. (1996). The strengths perspective in social work practice: Extensions and cautions. Social Work, 31(3), 296-305.

8 3/1/04

To be announced.

Mid-term due

9 3/08/04 Spring Break

SOCIAL WORK PRACTICE WITH GROUPS

10 3/15/04

The knowledge base of group work practice

Hepworth, D.H., Rooney, R.H., & Larsen, J. (1997). Forming and Assessing Social Work Groups [Chapter 11]. In Direct Social Work Practice: Theory and Skills (5th ed.). Brooks/Cole Publishing Co. Toseland, R.W. & Rivas, R.F. (1998). Introduction [Chapter 1]; Understanding Group Dynamics [Chapter 3]; Leadership [Chapter 4]. An Introduction to Group Work Practice (3rd ed.). Allyn & Bacon. Take home midterm due

11 3/22/04

The beginning stage of group work practice

Toseland, R.W. & Rivas, R.F. (1998). Leadership and diversity [Chapter 5]; Assessment [Chapter 8]. An Introduction to Group Work Practice (3rd ed.). Allyn & Bacon.

12 3/29/04

The middle stage of group work practice

Foundation methods Toseland, R.W. & Rivas, R.F. (1998). Treatment groups: Foundation Methods [Chapter 9] Shulman, L. (1992). A short-term single-parents' group (case study 6-1, pp. 175-185). In C.W. LeCroy (Ed.) Case studies in social work practice. Belmont, CA: Wadsworth, Inc. Hurdle, Donna E. (1991). The Ethnic Group Experience. Ethnicity and Biculturalism. The Haworth Press, Inc., p. 59-69. Lewis, E.A. & Ford, B. (1991). The Network Utilization Project: Incorporating Traditional Strengths of African-American Families into group Work Practice. Ethnicity and Biculturalism. The Haworth Press. p. 7-22.

13 4/7/04 and 14 4/07/04

The middle stage of group work practice-

Specialized methods Toseland, R.W. & Rivas, R.F. (1998). Treatment groups: Specialized methods [Chapter 10]. An introduction to group work practice (3rd ed.). Allyn & Bacon. Tolman, R.M. & Bennett, L. (1992). Group work with men who batter (case study 6-4, pp. 206-214). In C.W. LeCroy (Ed.) Case studies in social work practice. Belmont, CA: Wadsworth, Inc. Hepworth, D.H., Rooney, R.H., & Larsen, J. (1997) Intervening in Therapeutic Groups [Chapter 18]. In Direct Social Work Practice: Theory and Skills (5th ed.). Brooks and Cole Publishing Company.

The ending stage of group work practice

Assignment #2 is due

Toseland, R.W. & Rivas, R.F. (1998). Evaluation [Chapter 13]; Ending the group's work [Chapter 14]. An introduction to group work practice (3rd ed.). LeCroy, C.W. (1992). A social skills group for children (case study 6-3, p. 198-205). In C.W. LeCroy (Ed.) Case studies in social work practice. Belmont, CA: Wadsworth, Inc. **CASE MANAGEMENT AND COMMUNITY-BASED SERVICES**

14 4/21/04

Assessment and intervention in case management

Rose, S.M. & Moore, V.L. (1995). Case management. In Encyclopedia of Social Work (19th Edition, Vol. 1, pp. 335-340). Washington DC: National Association of Social Workers. Rothman, J. (1991). A model of case management: Toward empirically based practice. Social Work, 36, 520-528. Secrett, M., Jordan, A., and Ford, J. (1999). Empowerment evaluation as a social work strategy. Health and Social Work, 24(2), 120-127. Ethics in family-centered and group social work Corey, Gerald & Corey, Marianne Schneider (1994). Ethical and Legal Issues In Group Counseling. Chapter 2 from Theory and Practice Group Counseling, 4th edition, p. 25-57. Lowenberg, F, Dolgoff, R, & Harrington, D. (2000). Values and Professional Ethics [Chapter 2]; Guidelines for Ethical Decision Making [Chapter 3]; Confidentiality and Informed Consent [Chapter 4]. In Ethical Decisions for Social Work Practice, 6th edition. Itasca, Illinois: F. E. Peacock Publishers, Inc. Rock, Barry & Congress, Elaine. 1999. The New Confidentiality for the 21st Century in a Managed Care Environment. Social Work, May, vol. 44, no. 3. The NASW Press, p. 253-262. Davidson, J., and Davidson, T. (1996). Confidentiality and managed care: Ethical and legal concerns. Health and Social Work, 21(3), 208-215. Reamer, Frederic G. (1998). The Evolution of Social Work Ethics. Social Work, November, vol. 43, no. 6. The NASW Press, p. 488-500. Gelman, S., Pollack, D., Weiner, M. 1999. Confidentiality of social work records in the computer age. Social Work, 44(3), 243-252. Reamer, F. (1997). Managing ethics under managed care. Families in Society, Jan/Feb, 96-1-1.

16 4/26/04 Final Exam

Confidentiality Agreement I agree that all family and/or client information shared by other members of this class shall be considered confidential and not to be repeated outside of this class. I agree to follow and be bound by the NASW code of ethics. I also agree that if this confidentiality agreement is broken the penalty shall be expulsion from the college of social work MSSW program. This agreement lasts for the whole of the semester this class is taken. _____

_____ student printed name

date _____ student signed

name _____ witness

printed name

date _____ witness signed name

SW 503- PAPER ASSIGNMENTS Assignment #1 (100 points)

1-Create a three generation genograms of your family of origin with yourself at the bottom-most level (please include a 'key' for your symbols on the genogram). Please include for each member:

- a) Age, dates of birth, marriage, divorce, separations, death , etc.(where applicable)
- b) professional or employment information
- c) personality characteristics
- d) strengths, talents, etc.
- e) vulnerabilities, challenges, etc.
- f) triangles with an explanation of function or purpose served
- g) alliances and collusions with an explanation of function or purpose served

2-Create your family of origin system's ecological map at the most stressful time for your family of origin.

Please include information about each of the following (please include a 'key' for your symbols on the ecomap):

- a) boundaries with an explanation of function or purpose served
- b) relationships with an explanation of function or purpose served
- c) triangles with an explanation of function or purpose served
- d) alliances and collusions with an explanation of function or purpose served.

These (genogram and ecomap) must be on 8 1/2 by 11 paper, and may be computer generated, drawn, etc. Use creative means to make the projects readable, clear, and uncluttered (cut-aways, colors, separate sheets for different dynamic representations, etc.) Be creative and have fun.

3-Create a time line of your family of origin dating from your birth and continuing in to the present with your current family constellation.

4-Write a paper and share the following information:

- a)- one meta rule for the transgenerational family with descriptions of 2 demonstrations of that rule in the family
- b)- two transgenerational family rules with descriptions of the demonstration of each
- c)- identification of the developmental stage(s) of your transgenerational system and provide your justification/rationale of that identification
- d)- identify two cultural/ethnic patterns/beliefs transmitted to you through your family systems and discuss:

(1) The culture/ethnicity from which they emerge and their relationship to that culture/ethnicity

(2)

How these patterns/beliefs will be useful in your professional social work practice

(3) How might they (patterns/beliefs) be barriers in your professional social work practice

(4) How a cultural pattern/belief has had a negative impact on you and/or your family

(5) How a cultural pattern/belief has had a positive impact on you and/or your family

Identify the function and/or purpose each of these rules serve as well as their origins

Document the conversations with family members that clarified the above information.

Please explore these interactions from dynamic, process, and differentiation perspectives)-

Identify and discuss the boundary, relationship pattern, triangle, alliance and collusion information you have discovered from the above assignments

Note-This assignment's purpose is to help you 1) identify patterns and dynamics; 2) begin or continue your differentiation; and 3) develop clinical skills. In order to help families, I believe you must first examine your own family, and in a similar way as you will when working with families as a social worker. Therefore, I will be looking for evidence of commitment to this process.

Please use the criteria structure above as a template to structure your paper Please read the instructions carefully and ask questions about these instructions if you don't understand them. The paper should be double spaced and approximately 7-10 pages.

Assignment #2 (100 points)

Each student will write a paper that will describe and analyze a major social work family or group intervention/therapy approach that has been implemented with an at-risk population. It is strongly recommended that each student meet with the instructor in choosing a topic for this paper. 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 following are some examples of at-risk populations, cancer patients seriously mentally ill persons with AIDS, children of divorce, elderly persons, batterers, sexually abused children, women who have experienced abuse, gay men, lesbians, persons diagnosed with ADHD, youths diagnosed with conduct disorder, persons diagnosed with an eating disorder, persons who are depressed/suicidal,

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/Treatments & Effectiveness Studies

Provide a comprehensive overview of 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? What gaps currently exist? What "works"? Have any of these family or group interventions/treatments for this at-risk population been empirically tested for their effectiveness? If so, what were the findings of these studies?

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/treatments with this at-risk population? What gaps currently exist?

This is a research paper. Papers must be typed, double-spaced and conform to APA format, 4th edition. Papers should be approximately 20 pages including references (12 point font size).

Please number your pages. Please do not use a cellophane binder! Please use the criteria structure above as a template to structure your paper. Please read the instructions carefully and ask questions about these instructions if you don't understand. Warning: In past classes, those students that did not do well did not structure the paper clearly, failed to follow the research paper criteria, or did a paper on a subject rather than a family or group intervention/ treatment.

This paper is due at the beginning of class on 02/16/04.

Paper Grading criteria:

Did the writer appropriately label and discuss each section of his/her paper?

Did the writer clearly state the purpose of the paper?

Did he/she achieve that purpose?

Did the writer provide a thoughtful analysis of this topic by integrating relevant information?

Did the writer use concrete examples to clarify and support his/her points?

Did the writer get his/her point across 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? [note: If I have to read a sentence more than twice in order to understand it, points will be deducted]*

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 discuss what writer stated would be addressed?*

Did writer address criteria set out in the assignment?<sum>

Does the writer come to any conclusions based upon the research and reading undertaken?

A Few Selected Journals:

American Journal of Family Therapy

American Journal of Orthopsychiatry

Child and Adolescent Social Work

Child Welfare

Clinical Social Work Journal

Families in Society

Family Process

Family Therapy Networker

Health and Social Work

Journal of Applied Behavior Analysis

Journal of Social Service Research

Research on Social Work Practice

Social Service Review
Social Work
Social Work in Education Research
Social Work with Groups

Moonstruck In-Class Assignment

View the following film: Moonstruck.

- A. (Before the last [kitchen] scene in the film) This family has presented at the community mental health 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. Create a genogram and an ecomap of the family in the film; please use the process as described in your text. On a separate sheet draw and delineate the major triangles and alliances/collusions.
- C. Analyze and assess- from a family system perspective--three themes depicted in the film; include in your explication how/why each of these three issues is present (i.e. what function does this serve) using concepts from family systems and family life-span development theories and the information provided by the family map in B above.
- D. Identify, assess, and describe the family's risk and strength factors.
- E. Delineate worker and family interventions/tasks 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. Which rules, rituals, and roles were depicted for this family? What function do they serve?

- G. What personal and/or professional ethical and value conflicts might you experience in working with this family? How would you resolve the ethical/value conflict(s)? What do you know and what do you not know about this family's culture, class, race, ethnicity, spirituality that you would need to know to work effectively with them ?