

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

SW503 – FOUNDATIONS OF SOCIAL WORK PRACTICE II

Course Outline

Spring 2006

M. Neil Anderson, MSSW, LCSW

Phone: 901-377-9867

E-mail: neilanderson@usa.net

Required Readings: **Electronic Reserves at UTK Library: www.lib.utk.edu

Continued Texts from SW 501 Foundations of Practice I:

Hepworth, Rooney, Rooney, Strom-Gottfried & Larsen. Direct Social Work Practice, 7th Edition.

Dolgoff, Loewenberg and Harrington. Ethical Decisions for Social Work Practice, 7th Edition.

Course Grade Point Distribution

190-200 = A
177-189 = B+
165-176 = B
153-164 = C+
141-152 = C
130-140 = D
129 & 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. All work turned in must be identified by the *last four digits* of your social security number **ONLY—NO NAMES**.
3. Assignments must follow the format given in the assignment description/outline.
4. Assignments must demonstrate the ability to integrate theories, concepts and practice approaches/interventions as requested in the description(s) of assignment(s).
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 12 classes (not counting session 1), 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. ***I will not accept reading responses for classes that you do not attend!!***

COURSE SESSION SCHEDULE & ASSIGNED READINGS

Social Work with Families

Session 1 & 2 & 3 January 23rd & 30th, February 6th

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

Readings:

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

Dolgoff, Loewenberg, & Harrington: Chapter 7, 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.

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

**DeJong, P., & Miller, S. (1995). How to interview for client strengths. Social Work, 40(6), 729-736.

**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.

**Kuczynski, K., & Gibbs-Wahlberg, P. (2005) HIPAA the health care hippo: Despite the rhetoric, is privacy still an issue? Social Work, 50(3), 283-286.

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

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 February 13th

Topic: Assessing the family system and its ecological context

Readings:

**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.

**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.

**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.

**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 February 20th

Session 5 & 6 & 7 February 20th & 27th, March 6th

Topics: Transgenerational family assessment
Cultural assessment of families
Intervening with families

Readings:

Hepworth, Rooney, Rooney, Strom-Gottfried, & Larson: Chapter 13, Planning and Implementing Change-Oriented Strategies

**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.

**Hodge, D. (2005). Social work and the House of Islam: Orienting practitioners to the beliefs and values of Muslims in the United States. Social Work, 50(2), 162-173.

**Harvey, A., & Hill, R. (2004). Africentric youth and family rites of passage program: Promoting resilience among at-risk African American youths. Social Work, 49(1), 65-74.

**Jones, A. (2003). Reconstructing the stepfamily: Old myths, new stories. Social Work, 48(2), 228-236.

**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.

**Hodge, D. (2005). Spiritual lifemaps: A client-centered pictorial instrument for spiritual assessment, planning, and intervention. Social Work, 50(1), 77-87.

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

**Ryan, S., Pearlmutter, S., & Groza, V. (2004). Coming out of the closet: Opening agencies to gay and lesbian adoptive parents. Social Work, 49(1), 85-95.

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

**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.

**Agbayani-Siewert, P. (2004). Assumptions of Asian American similarity: The case of Filipino and Chinese American students. Social Work, 49(1), 39-51.

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 **March 13th & 27th**
Topics: Empowerment practice & the Strengths Perspective
Ethical conflicts: Client vs. agency/managed care needs

Readings:
Dolgoff, Loewenberg, & Harrington:
Chapter 4, Guidelines for Ethical Decision Making: Concepts, Approaches, and Values
Chapter 9, The Professional Relationship: Limits, Dilemmas & Problems

Hepworth, Rooney, Rooney, Strom-Gottfried, & Larson: Chapter 15, Enhancing Family Relationships

**Bell, H. (2003). Strengths and secondary trauma in family violence work. Social Work, 48(4), 513-522.

**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.

**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.

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 April 3rd

Social Work with Groups

Sessions 10 & 11 **April 3rd & 10th**

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

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, E. Gambrill (pp. 517-590). New York: Oxford University Press.

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 **TWO** transgenerational family rules and identify examples of how those rules are implemented. **(6 points)**
 - b. Identify the developmental stage of your *multigenerational/transgenerational* system **AND** provide your justification/rationale for that identification. **(6 points)**
 - c. 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? **(3 points)**
 2. How might these patterns/beliefs be barriers in your professional social work practice? **(3 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.