

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

SW 503 - Foundation of Social Work Practice II
Course Outline
Fall 2007

Tuesday section

Instructor: Dr. Egan, Associate Professor

Office Hours: Mondays: 1:00 p.m. - 2:15 p.m.
Tuesdays: 2:00 p.m. - 3:00 p.m.
& by appointment

Email: megan@utk.edu

Required Texts & Readings:

- 1) Thomlison, B. (2007). *Family assessment handbook: An introduction and practical guide to family assessment* (2nd ed.). Belmont, CA: Thomson Brooks/Cole.
- 2) Toseland, R. & Rivas, R. (2005). *An introduction to group work practice* (5th ed.). Boston, MA: Allyn & Bacon.
- 3) ** = **Reserve Readings** are on electronic reserves for this course at UT-K Hodges Library: www.utk.edu.

COURSE EXPECTATIONS OF STUDENTS and GRADING POLICIES

1. Students are expected to participate fully in all online activities and in all classroom sessions.
 2. Students are expected to read all assigned readings thoroughly before coming to class.
 3. Students are expected to complete and submit assignments:
 - a) on time & in response to the questions for each assignment as provided;
 - b) using:
 - a. the *Publication Manual of the American Psychological Association*, (5th edition), as a guide for written paper format, citations, margins;
 - b. 12 fonts, double-line spacing;
 - c. inclusive language;
 - d. graduate level spelling and grammar (*see note below).
- NOTE:** Errors in spelling and grammar in all papers and assignments written outside of the classroom, not including Blackboard Discussion Board activities, will result in a loss of ½ point for each error for the assignment.
- c) An automatic 48 hour extension is allowed for submission of out of classroom written papers/assignments (does NOT apply to online/Blackboard activities/assignments); the professor MUST be notified via a message on voicemail OR email AT LEAST 1 HOUR PRIOR TO THE DUE DATE & TIME of the assignment.
 - d) All students are expected to participate in Online Blackboard Discussion Board activities evidencing preparation, critical thinking in response to the discussion question(s)/activities posed.

Course Grade Point Distribution (total points achieved through the semester in course)

100 – 95	A
94 – 88	B+
87 – 82	B
81 – 76	C+
75 – 70	C
69 & Below	F

Assignment Points for Course:

Worker's own family paper	15 points
Family film paper	20 points
Quiz on family-centered practice	16 points
Groupwork paper	15 points
Quiz on groupwork	10 points
*Blackboard Discussion Group activities	<u>24 points</u>
Total points achievable for course	100 points

*Details on Blackboard Discussion Group activities point distribution: #1= 4 points; #2 = 3 points; #3 = 4 points; #4 = 4 points; #5 = 4 points; #6 = 5 points.

Course Schedule**Aug. 28: Week 1: In the classroom**

Introduction to course, course policies, & procedures
 Using our course Blackboard site
 Family-centered practice: Principles and Tenets

Required Readings

Thomlison text, Chapter 1
 Blackboard site: Principles and Tenets of family-centered practice (bring copy to class)
 Blackboard site: What is EBP?

Sept. 4: Week 2: Online

Ethical dilemmas in family-centered practice
 Beginning to "think families"

Online Blackboard Discussion Board Activity #1

Required Readings

Thomlison text, Chapter 1: pages 7-10 & Chapter 11: page 11 (Activity 1.1 & 1.3)

National Association of Social Workers (NASW). 2005. *Code of Ethics*.

www.socialworkers.org/pubs/code/code.asp

** 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*, 81(3), 270-282.

Sept. 11: Week 3: In the classroom

The process of assessing families

Concepts for understanding families

Cultural competence in practice: membership in oppressed populations, risk, and resilience

What is evidence-based practice?

In classroom activity: Activity 2.1, Thomlison text, page 23

Required Readings

Blackboard under Documents: Concepts for family-centered social work (bring copy to class)

Blackboard under Documents: What is evidence-based family-centered practice? (bring copy to class)

Thomlison text, Chapter 2 and Chapter 4

National Association of Social Workers (NASW). *Standards for Cultural Competence in Social Work Practice*. www.socialworkers.org/sections/credentials/cultural_comp.asp

** Dosser, D., Smith, A., Markowski, E., & Cain, H. (2001). Including families' spiritual beliefs and their faith communities in systems of care. *Journal of Family Social Work*, 5(3), 63-78.

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

**Weaver, H. (2005). Explorations in cultural competence: Journeys to the four directions. Belmont, CA: Thomson/Brooks/Cole. Chapter 1

Sept. 18: Week 4: In the classroom

A framework for family centered practice

Assessing cultural background

Mapping

The worker and the family: the use of self in family-centered practice

Required Readings

Online Blackboard under Documents: Congress offers 10 Aspects of Culture for Assessment

Thomlison text, Chapter 5 and Chapter 6

**Al-Krenawi, A., & Graham, J. (2000). Islamic theology and prayer: Relevance for social work practice. *International Social Work*, 43(3), 289-304.

** Congress, E. (2004). Cultural and ethical issues in working with culturally diverse patients and their families: The use of the Culturagram to promote cultural competent practice in health care settings. *Social Work in Health Care*, 39(3/4), 249-262.

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

Sept. 25: Week 5: Online

Assessing family development & risk and resilience factors

Online Blackboard Discussion Board Activity # 2

Required Readings

Thomlison text, Chapter 5 and Chapter 6

** 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.

** 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.

Oct. 2: Week 6: In the classroom

The worker and the family

Cultural resonance and cultural disconnect

The intergenerational family

Interviewing and mapping for assessment and intervention planning

DUE: Worker's own family by Friday @ 12:00 p.m. this week; submit via Blackboard in an attachment under Assignment OR in an attachment directly to the professor's email (NOT to the Digital Drop box)

Required Readings

Online Blackboard under Documents: Cultural dimensions (bring a copy to class)

Thomlison text, Chapter 5 and Chapter 6

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

** Ow, R., & Katz, D. (1999). Family secrets and the disclosure of distressful information in Chinese families. *Families in Society*, 80(6), 620-628.

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

Oct. 9: Week 7: Online

Strengths-based family practice

Evidence-based interventions

Required Readings:

Thomlison text, Chapter 7

Online Blackboard Discussion Board # 3: Thomlison text, Activity 7.1

** Early, T., & GlenMaye, L. (2000). Valuing families: Social work practice with families from a

strengths perspective. *Social Work*, 45, 118-130.

Oct. 16: Week 8: In the classroom

Historic trauma, violence, & cultural background in family-centered practice

Evidence-based and culturally affirming interventions

In class activity: Thomlison text, Chapter 10-The McCoy Family

Required Readings

Thomlison text, Chapter 8

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

** Schilder, A., Kennedy, C., Goldstone, I., Ogden, R., Hogg, & O'Shaugnessy, M. (2001). "Being dealt with as a whole person." Care seeking and adherence: The benefits of culturally competent care. *Social Science & Medicine*, 52, 1643-1659.

Oct. 23: Week 9: Online

Online Blackboard Discussion Board Activity #4: the Sherman Family, in Thomlison text, Chapter 13, Activity 2 (p. 131)

Oct. 30: Week 10: In the classroom

Intergenerational family systems

Aging and the family

Intervening in family-centered social work

Required Readings

Thomlison text, Chapter 14 & Chapter 5

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

**Janzen, C., Harris, O., Jordan, C., & Franklin, C. (2006). Evidence-based treatment of families with aging members. In C. Janzen, O. Harris, C. Jordan, and C. Franklin (Eds.), *Family Treatment: Evidence-based practice with at-risk populations* (pp. 115-145).

Nov. 6: Week 11: Online

DUE: Family Film paper by Weds., Nov. 12 by 12:00 p.m.: submit in an attachment directly to the professor's email OR on the Blackboard under Assignments (NOT digital dropbox)

Online Blackboard Discussion Board Activity #5: Thomlison text, the Fernandez Family

Required Readings

**Hodge, D. (2001). Spiritual genograms: A generational approach to assessing spirituality. *Families in*

Society, 82(1), 35-48.

Nov. 13: Week 12: In the classroom

Care coordination: Advantages, disadvantages & roles

Carolyn Sniff 's vignette

Participating in an interdisciplinary team

Evaluating practice

Online Blackboard Quiz on Family-Centered Practice

Required Readings

Blackboard site under Documents: Care Coordination Models (bring copy to class)

Blackboard site under Documents: The Carolyn Sniff Legal Brief (bring copy to class)

Thomlison, the LaTorre Family, Chapter 16

Evaluating practice:

** Berkman, B., & Maramaldi, P. (2001). Use of standardized measures in agency based research and practice. *Social Work in Health Care*, 34(1/2), 115-129.

** Roby, J., & Woodson, K. (2004). An evaluation of breast-feeding education intervention among Spanish-speaking families. *Social Work in Health Care*, 40(1), 15-31.

Care Coordination [select 2 (two)]:

** Chernesky, R., & Grube, B. (2000). Examining the HIV/AIDS case management process. *Health & Social Work*, 25(4), 243-254.

** National Resource Center for Family Centered Practice. (2004). *Patch Approach*. www.uiowa.edu/-nrchfp/publications/patch_approach.shtml

** Netting, F., & Williams, F. (2000). Expanding the boundaries of primary care for elderly people. *Health & Social Work*, 25(4), 233-242.

** Schneider, A., Hyer, K., & Luptak, M. (2000). Suggestions to social workers for surviving in managed care. *Health & Social Work*, 25(4), 276-279.

Nov. 20: Week 13: Online

Groupwork: types & dynamics

Pre-planning steps

Online Discussion Board Activity #6: Thomlison text, Chapter 13: Activity 3

Required Readings

Thomlison text, Chapter 13

Toseland & Rivas text, Chapter 1 and Chapter 3 and Chapter 6

- ** Comer, E. (2004). Integrating the health and mental health needs of the chronically ill: A group of individuals with depression and Sickle Cell disease. *Social Work in Health Care*, 38(4), 57-76.
- ** 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.

Nov. 27: Week 14: In the classroom

Groupwork phases

Interventions and leadership

Groupwork in Prevention

Online Blackboard Quiz on Groupwork

Required Readings

Toseland & Rivas text, Chapter 7 and Chapter 9

Exemplars [select 1 (one)]:

- ** Harris, M., & Franklin, C. (2003). Effects of a cognitive-behavioral school-based, group intervention with Mexican American pregnant and parenting adolescents. *Social Work Research*, 27(2), 71-83.
- ** Leon, A., & Dziegielewski, S. (2000). Engaging Hispanic immigrant mothers: Revisiting the time-limited psycho-educational group model. *Crisis Intervention*, 6(1), 13-27.

Exemplars [select 1 (one)]:

- ** Franklin, C., & Corcoran, J. (2000). Preventing adolescent pregnancy: A review of programs and practices. *Social Work*, 45, 40-52.
- ** Pinto, R.M. (2000). HIV prevention for adolescent groups: A six step approach. *Social Work with Groups*, 23, 81-99.

Dec. 4: Week 15: Online

DUE: Group work paper on or before Monday, Dec. 3, 2007@ 5:00 p.m. Submit via Blackboard in an attachment under Assignments OR in an attachment directly to the professor's email (NOT to the Digital Drop box).

Course Assignments

Worker's Family Paper (15 points): Submit via Assignment in Blackboard OR directly to professor in email attachment; NOT in Digital Dropbox!

- 1) Create a family genogram/map of your family of origin that depicts 3 generations with you at the bottom-most level OR with 4 generations IF you have children. (8 points)

And on the map make sure to:

- a. use the symbols in the Thomlison text
- b. show the symbols you use on the map in a KEY on the map
- c. identify the following:
 - i. triangles
 - ii. boundaries
 - iii. coalitions, alliances
 - iv. ages, genders, approximate important family dates, couples, marriages, divorces, separations, births, and deaths.

- 2) Discuss two patterns shown on the map in "c" above. (7 points)

MAXIMUM TWO (2) PAGES-- the MAP is ONE page of the TWO allowed—you may use a legal size paper for the map only; in response to #2 above, use double-spacing, 1" to 1 ¼" margins, etc. as required in the grading policy in this course outline.

Family Film paper (20 points): Submit via Assignment in Blackboard OR directly to professor in email attachment; NOT in Digital Dropbox!

1. View one of the following films:
 - In the Bedroom
 - My Big Fat Greek Wedding
 - Ordinary People
 - Soul Food
2. Label each page of your paper and the map with the title of the film you are analyzing.
3. Create a 3-generation map (as completely as possible, given the film's information), noting relationships, sub-systems, boundaries, triangles, alliances/collusions, approximate ages of members, and significant dates on the map for the family in the film. [2 points]
4. *Using family system theories and concepts from our course, classroom discussions, text and readings answer each of the following:*

LABEL YOUR RESPONSE FOR EACH OF THE QUESTIONS BELOW ("a," "b," "c" etc.)

- a) Identify three (3) difficulties/issues/problems depicted in the film [3 points].
 - b) Explain how/why each of the three (3) issues you identified in 4.a is present using concepts from family systems theories and concepts in our course discussions, text, and readings, and incorporating the information provided by your family map. [3 points]
 - c) Identify, and describe two (2) of the family's risk and two (2) of the family's strength factors. [2 points]
- 5) Discuss one (1) transgenerational pattern present in the family system of the film. [2 points]
- 6) Provide a comprehensive, concept- and theory-based problem statement based on your answers to 4.a, 4.b, and 4.c above. [4 points]
- 7) Choose **ONE** of the three difficulties/issues/problems you identified in "4.a" and in "6" above.

ANSWER the following:

List two (2) worker and two (2) family tasks/methods/interventions to address the issue/difficulty/problem you identified in 4.a, incorporating the family's strengths you identified in "4.c" above. [4 points]

Note: Incorporate in the interventions/tasks/methods you list in 7.a above how you would utilize this family's culture, socio-economic class, race, ethnicity, spirituality, immigration status, and gender roles, to work effectively with them.

MAXIMUM SEVEN (7) PAGES (map is an additional page), double-spaced, typewritten, APA style, & 1" to 1 ¼" margins, inclusive language, etc. (see the grading policies earlier in this outline).

Group work paper (15 points): Submit via Assignment in Blackboard OR directly to professor in email attachment; NOT in Digital Dropbox!

LABEL YOUR RESPONSES FOR EACH OF THE QUESTIONS BELOW (e.g., "A. 1," "B.2," etc.).

1) Identification of client population need:

- a. Identify a client population in your field placement or your employing agency that you see as having unmet needs which **could** be served by group work **but** are not currently being met through group work. (1 point)
- b. Identify the unmet psychosocial need of that client population. (1 point)

2) Intervention:

- a. Identify the type of group you are recommending for the client population you identified in 1.a (1 point)
- b. Provide a conceptual rationale for your recommendation in "2.a" above. (4 points)

c. State ONE objective for the group you identify in "2.a" above. (3 points)

3) Complete either "a" or "b":

a. Describe the steps/tasks of the pre-planning/planning stage you would implement in preparation for the group. (4 points)

OR

b. Describe the steps/tasks you would implement in the initial session of the client group itself. (4 points)

MAXIMUM FIVE (5) PAGES, typewritten, 12 font, APA style, & 1" to 1 ¼" margins and double line spacing, inclusive language, etc. (see the grading policies earlier in this outline).

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.
- Boyd-Franklin, N. (2003). *Black families in therapy: Understanding the African American experience* (2nd ed.). New York: Guildford Press.
- Carter, C. (1997). Using African-centered principles in family-preservation services. *Families in Society*, 78(5), 531-538.
- Castex, G. (1994). Providing services to Hispanic/Latino populations: Profiles in diversity. *Social Work*, 39(3), 288-296.
- Comer, E., Kramer, K., Nash, K. (2000). Augmenting traditional health care through mutual assistance groups. In S. Logan, & E. Freeman (Eds.), *Health care in the Black community* (pp. 215-228). New York: The Haworth Press.
- 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., Long, J., & 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.
- Hall, R. (2002). Biracial sensitive practice: Expanding social services to an invisible population. *Journal of Human Behavior*, 5(2), 29-44.
- Keigher, S. (1997). America's most cruel xenophobia. *Health & 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*, 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*, 79(3), 263-276.

- Pellebon, D., & Anderson, S. (1999). Understanding the life issues of spiritually-based clients. *Families in Society, 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., DeGroff, A., & Wolitski, R. (1998). HIV prevention case management: Current practice and future directions. *Health and Social Work, 23*(4), 282-289.
- Roffman, R., Picciano, J., Ryan, R., Beadnall, B., Fisher, D., Downey, L. et al. (1997). HIV prevention group counseling delivered by telephone: An efficacy trial with gay and bisexual men. *AIDS and Behavior, 1*, 137-154.
- Rose, S., & Moore, V. (1995). Case management. In *Encyclopedia of Social Work* (Vol. 1, pp. 335-340). (19th ed.). Washington DC: National Association of Social Workers.
- 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.