

**THE UNIVERSITY OF TENNESSEE**  
**COLLEGE OF SOCIAL WORK**  
**SW 538 Social Work Practice with At-Risk Populations**  
**Section #004 - 2 credits**  
**Online Class**

**Instructor Phyllis Thompson, LCSW**

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**Office Hours:**

Mondays 1:00-2:00pm

Wednesdays 4:00-5:15pm

Thursdays 12:00-12:45 pm

And 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.utk.csw.edu](http://www.utk.csw.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*, 2008).

**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 2222 Dunford (865-974-6087). This will ensure that you are properly registered for services.

**Course Description**

This is a required foundation course. This course provides in-depth study of evidence-informed and evidenced-based practice models with at-risk populations. Assessment and interventions focus on individuals, groups, families, and communities.

**Course Rationale**

This is a 2 credit course that builds on the foundation introductory practice course in applying generalist practice to complex social problems and issues. Knowledge, values, and skills in advocacy and evidence-based intervention methods for practice with individuals, small groups, and families, and communities are essential to influence social change and empowering clients/client systems and populations at-risk. The course emphasizes assessment and intervention with client systems inclusive of their risk, protective factors and strengths in the context of the supports and demands of their environment.

**Course Competencies**

By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments and/or exams):

1. Assess complex client systems from an ecological perspective for practice with individuals, small groups, families, and communities with an emphasis on diverse strengths, resources,

natural support systems and using culturally affirming communication and available evidenced-based, culturally affirming assessment tools. (Practice- F.2, F.3, F.4; CT/EBP- F.1, F.4; Diversity- F.1, F.3, F.4; Research-F.1. (*content: skills and strategies for assessing clients/client systems, problems, issues, and organizations; culturally affirming communication and assessment; critical analysis of assessment tools for evidence-bases and culturally affirmative elements; assessing family dynamics, roles, and patterns; information technology to locate evidence-based assessment tools*).

2. Evaluate the limitations and strengths of practice models and interventions and identify best practices appropriately in work with diverse client systems, families and small groups (Practice-F.6; CT/EBP-F.1, F.3; Diversity-F.4, F.6; Pops at-risk & SJ-F.1; Research- F.1). (*content: generalist group work (i.e., group dynamics, processes, roles); intra-, inter- and inter-disciplinary teams; generalist family-centered, strengths-based, evidence supported interventions; using information technological resources to identify evidence-based interventions; family configurations (e.g., single parent, step-, aging, GLBTQ) and issues (e.g., child maltreatment and abuse, mental and physical health, immigration/legal status, death and dying, disability(ies), poverty, violence); intra-, inter- and inter-disciplinary teams*).
  3. Recognize, analyze, and tolerate ambiguity in resolving ethical dilemmas that arise in practice with individuals, families, groups, and communities. (Values/ethics-F.1, F.2; CT/EBP-F.4; Pops at-risk & SJ-F.4). (*content: NASW Code of Ethics, International Code of Ethics; ethical principles; professional values; analysis of ethical dilemmas; designing resolution strategies; utilizing supervision appropriately for analysis and resolution of ethical dilemmas*).
  4. Identify evidence-based prevention principles and approaches to wellbeing and social and economic justice across client systems. (Practice-F.9; CT/EBP-F.5; Pops at-risk & SJ-F.3). (*content: public health/risk and resilience framework (Fraser); EBP prevention models of practice; precautionary Principle (Public Health) and traditional scientific risk assessment methodologies; at-risk populations (e.g., HIV, suicide, community, and domestic violence, and substance abuse; using information technology to identify evidence-based principles and approaches*).
  5. Describe how advocacy and social change are applied to advance well-being, human rights, and social and economic justice in communities, and how and when to apply such generalist strategies across larger systems. (Practice-F.5, F.10; Pops at-risk & SJ- F.4., F.6; Values/ethics-F.1). (*content: models of community practice, planned social change, and empowerment (e.g., grassroots, neighborhood, and community organizing); generalist roles, strategies and tactics in organizing functional communities, community social and economic development, program development, community liaison, social planning, coalition building, political and social action; social movements and their core components for progressive change (i.e., social work roles, scope of concern, constituencies, target systems, desired outcomes*).
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\*\*\*\*Note this course outline is tentative until the first day of class. Additionally, days that case studies are currently assigned may be reassigned depending on the number of students in the class.

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### **Section#004 Course Outline**

#### **Required Textbooks:**

Dworkin, J. (2005). *Advanced Social Work Practice: An Integrative, Multilevel Approach*, Pearson Education, Inc.

Fadiman, A. (1998). *The Spirit Catches You when You Fall Down: A Hmong child, her American doctors, and the collision of two cultures*. New York. Farrar, Straus & Giroux.

\*\*\*Journal articles will be posted on your BlackBoard class website.

#### **Strongly Recommended Text:**

Szuchman, L. T. & Thomlison, B. (2008). *Writing with Style: APA Style for Social Work*, Wadsworth Publishing; 3rd edition.

#### **Summary of Course and Expectations**

This course will include powerpoint lectures by the instructor, class discussions via discussion board about case studies and the group project powerpoints that students will create, a reflective assignment and a final exam. These assignments are designed to build and synthesize critical thinking, knowledge and skills over the course of the semester.

Students are expected to complete and think about assigned readings in preparation for each class section, participate in the discussion boards by integrating readings and life experiences and complete all assignments on time. Late assignments will be initially be marked down three points and one point following for each day it is late. After the 3rd day the assignment will receive a Zero. Written materials are to be word processed and double-spaced. Application of APA guidelines is mandatory. Students will be evaluated in three assignment areas, class participation and a final exam.

#### **Your grade in this class is based on:**

- \*\*\* Discussion Board (25 points)
- \*\*\* Powerpoint presentation on a case study (15 points)
- \*\*\* Group project powerpoint (15 points)
- \*\*\* Reflection Paper (15 points)
- \*\*\* Final Exam (30 points)

The grading scale for the course is:

- 95 - 100 A Superior performance
- 90 - 94 B+ Better than satisfactory performance
- 85 - 89 B Satisfactory performance
- 80 - 84 C+ Less than satisfactory performance

73 - 79 C Performance well below the standard expected of graduate students  
66 - 72 D Clearly unsatisfactory performance, cannot be used to satisfy degree requirements  
< 66 F Extremely unsatisfactory performance, cannot be used to satisfy degree requirements  
(descriptions are from the UT Graduate School catalog)

***Discussion Board:***

Discussion board participation is critical for online courses and for the growth of your fellow classmates. The points you earn for your postings will be reflective of the substance you offer towards the discussion and that you have fulfilled the minimum requirement. Responses like "I agree with you." or "That's a good idea." are not scholarly material and does not support continuing dialogue or critical thinking.

Please keep in mind that the discussion board is a tool to utilize for clarification purposes, checking out thoughts, sharing opinions etc. in order to help you engage the material, reinforce the material, learn different perspectives and improve critical thinking. It is therefore important to be checking the discussion board throughout the week which will allow more time to process the information and formulate thoughts. The discussion board is not a helpful tool when most of the postings come in at the end of the week. Not only does this hurt you but it also impacts your fellow classmates. Please do your best to try to post throughout the week.

Remember that your two postings are the minimum requirement and I certainly want to encourage you to continue on with any scholarly discussion that is helpful to you and your fellow classmates.

***Guidelines for individual presentation of case studies:***

Students will be formed into pairs/groups and assigned a case study at the beginning of the semester. The case study will focus on social work practice with one or more of the following – individuals, small groups, families, organizations, and/or communities.

The presenter must be able to 1) assess complex client systems from an ecological perspective with an emphasis on diverse strengths, resources, and natural support systems; 2) Discuss issues that should be addressed in developing appropriate intervention(s); 3) facilitate class discussion of the case and defend chosen intervention(s) for addressing the problem(s) in the case.

Guidelines for preparing the group presentation of case studies:

1. Review the theories and learning objectives associated with each case study.
2. Keep the learning objectives and theories in mind as you answer each or the required questions under the "Activities" that follow the case study. Be sure that each item of the question is addressed. (Note there may be some activities listed that are not reasonable much less possible for this class. Please double check with me if you've been assigned a case study with such an activity.)
3. Conduct a literature review/search and locate evidence interventions that may be helpful in addressing the problem(s) in your particular case and rationale for choosing this intervention.

\*\*Note there are also some good resources to review under the suggested readings section at the end of the case study. These resources are not however to take the place of the literature review.

Powerpoints are to be emailed to me. I will then post the powerpoint under the "student

presentations” tab and post a thread on the discussion board. Once classmates have read the case study, and viewed the powerpoint that was created each student will then post a response that will stimulate a critical discussion. (Please see section on discussion board for criteria). You may also ask for clarification and ask additional questions. The creators of the powerpoint are then responsible to answer their peers questions and offer clarification.

Grades for the case study presentations will be based on the quality (evidence based) of the information given within the presentations, level of participation which will be assessed by group members, and the instructor. Each group member is expected to actively participate within the presentation. Students will be asked to assess each of their group member’s effort, participation and quality of team cooperation. Information provided by group participants, the quality of content and the professionalism of the presentation and presenter will all be taken into consideration for individual grades given by the instructor.

One important benefit of being an online student in this course is to learn about the various resources this state, as well as others, have to offer.

***Guidelines for group powerpoint project:***

Select a high risk group and upon the instructor’s approval:

- 1) Search evidence based websites on prevention for your identified high risk population.
- 2) Identify evidence based models of practice, principles and approaches for working with this population.
- 3) Compare and contrast the strengths and weaknesses of using the identified models. (Limit 3 models).
- 4) Critique the usefulness, accuracy and value of each of the websites for lay users and social workers.
- 5) Summarize what impact this experience had on you as a practitioner as well as your thoughts on the importance of using evidence based practice.

Powerpoints are to be emailed to me. I will then post the powerpoint under the “student presentations” tab and post a thread on the discussion board. Once classmates have viewed the powerpoint that was created each student will then post a response that will stimulate a critical discussion. (Please see section on discussion board for criteria). You may also ask for clarification and ask additional questions. The creators of the powerpoint are then responsible to answer their peers questions and offer clarification.

Final grades for group presentations will be based on the quality (evidence based) of the information given within the presentations, level of participation which will be assessed by group members, and the instructor. Each group member is expected to actively participate within the presentation. Students will be asked to assess each of their group member’s effort, participation and quality of team cooperation. Information provided by group participants, the quality of content and the professionalism of the presentation and presenter will all be taken into consideration for individual grades given by the instructor.

One benefit of this assignment is becoming familiar with more resources and having the ability to learn what some of the best sites are for not only you as a practitioner, but the clients you serve. Information is power so I hope what you will be able to put a number of these resources in your toolbox for helping those you are assisting in the field.

***Guidelines for The Spirit Catches You and You Fall Down***

Reading *The Spirit Catches You and You Fall Down* is an opportunity to expand your knowledge of a unique culture and explore the intersection of professional disciplines, professional and cultural competence, spirituality and health, social work values and ethics, as well as social work approaches which address the strengths and needs of a young child who develops a chronic illness. This assignment will 1) allow students to reflect on as well as compare and contrast effective and ineffective cross-cultural interventions 2) explore their world-views and 3) grapple with ethical dilemmas that can present themselves while working with people from other cultures and professional disciplines.

After reading the book, write a 5 to 6 page, APA, double spaced reflection paper (excluding title and reference page) and address the following items:

1. Identify two systems (individuals, families, groups, organizations) which you would assess as culturally insensitive or ineffective. Provide specific examples related to their interactions with or on behalf of the Lia and her family to support your choices. Discuss the action(s) or behavior(s) and the outcome.
2. Then do the same by identifying two systems that you found to be culturally sensitive or effective. Provide specific examples of their interactions with or on behalf of Lia and her family to support your choices. Discuss the action(s) or behavior(s) and the outcome.
4. Using the strengths perspective, identify Lia's strengths and explain your reasoning for your analysis.
5. Identify what social work interventions were helpful in the story? Explain why you think so.

(Note the following are study questions taken directly from *The Spirit Catches You and You Fall Down*)

6. In her preface, the author says that while she was working on this book, she often asked herself two questions: "What is a good doctor?" "What is a good parent?" How do you think she might have answered her own questions? How would you answer them?
7. *The Spirit Catches You and You Fall Down* revolves around a small child who for much of the book is too young to speak for herself, and at the end is unable to. Do you nonetheless feel you know Lia Lee? Do you believe that even though she cannot walk or talk, she is a person of value--and if so, why?

8. The only American who fully won the Lees' trust was Jeanine Hilt, their social worker. Why did Jeanine succeed where so many others had failed?

9. Were you surprised by the quality of care and affection given to Lia by her foster parents? How did Lia's foster parents feel about Foua and Nao Kao? Was foster care ultimately to Lia's benefit or detriment?

10. Discuss any personal reactions that you had as you read this book. What were some of the issues you struggled with? What issues did this book help you to resolve? What questions does this book raise for you? Finally, how has this story affected you overall and what impact will it have on how you think about the social work practice with others?

### ***Final Exam***

The final exam will include, but not be limited to, questions on the following topics: using culturally-affirming communication in social work practice; identifying evidence-based prevention principles and approaches to wellbeing and social and economic justice across client systems; describing how advocacy and social change are applied to advance well-being, human rights, and social and economic justice in communities, and how and when to apply such generalist strategies across larger systems.

### **August 25, 2009 – Class 1- Individuals and Families**

#### **Live online Centra class - 6:30-8:00 pm**

Assessment of and multi-level interventions with complex problems facing individuals & families from an ecological perspective; identification and critique of best practices in assessing and intervening with individuals, small groups, & families; information technology to locate evidence-based assessment tools; family configurations (e.g., single parent, step-, aging, GLBTQ) and issues (e.g., child maltreatment and abuse, mental and physical health, immigration/legal status, death and dying, disability(ies), poverty, violence).

#### **Required Readings:**

Dworkin (2005) Chapter 1 – Problem-Based Learning and the Case Study Method pp 1-8.

Case study: 2-2 Raul and Nora: A Latino couple in transition (pp. 17-19)

Case study: 2-4 Assessment challenges with an adult homeless male (pp. 25-28)

### **September 1, 2009 – Class 2 – Individuals/Families/Small Groups**

Assessment of and multi-level interventions with complex problems facing individuals & families from an ecological perspective; identification and critique of best practices in assessing and intervening with individuals, small groups, & families; information technology to locate evidence-based assessment tools; family configurations (e.g., single parent, step-, aging, GLBTQ) and issues (e.g., child maltreatment and abuse, mental and physical health, immigration/legal status, death and dying, disability(ies), poverty, violence).

#### **Required Readings:**

Henggeler, S.W., Schoenwald, S.K. & Swenson, C.C. (2006). Methodological critique and meta-analysis as Trojan horse (letter to the editor). *Children and Youth Services Review*, 28, 447-457.

Littell, J.H. (2005). Lessons from a systematic review of effects of multisystemic therapy. *Children*

and Youth Services Review, 27, 445-463.

Littell, J.H. (2006). The case for Multisystemic Therapy: Evidence or orthodoxy? *Children and Youth Services Review*, 28, 458-472.

Schaeffer, C.M. & Borduin, C.M. (2005). Long-term follow-up to a randomized clinical trial of Multisystemic therapy with serious and violent juvenile offenders. *Journal of Consulting and Clinical Psychology*, 73, 445-453.

### **September 8, 2009 – Class 3- Individuals /Families/Small Groups**

Assessment of and multi-level interventions with complex problems facing individuals & families from an ecological perspective; identification and critique of best practices in assessing and intervening with individuals, small groups, & families; information technology to locate evidence-based assessment tools; family configurations (e.g., single parent, step-, aging, GLBTQ) and issues (e.g., child maltreatment and abuse, mental and physical health, immigration/legal status, death and dying, disability(ies), poverty, violence)

#### **Required Readings:**

Birman, D., Trickett, E. & Buchanan, R.M. (2005). A tale of two cities: Replication of a study on the acculturation and adaptation of immigrant adolescents from the former Soviet Union in a different community context. *American Journal of Community Psychology*, 35, 83-101.

Carlson, B.E. (2006). Best practices in the treatment of substance-abusing women in the child welfare system. *Journal of Social Work Practice in the Addictions*, 6, 97-115.

Chung, I.W. (2006). A cultural perspective on emotions and behavior: An empathic pathway to examine intergenerational conflicts in Chinese immigrant families. *Families in Society: The Journal of Contemporary Social Services*, 87, 367-376.

Cox, K.F. (2005). Examining the role of social network intervention as an integral component of community-based, family-focused practice. *Journal of Child and Family Studies*, 14, 443-454.

Case study: 2-3 Clinical practice in a rural community with an adult survivor of sexual trauma (pp.20-24)

Case study: 4-2 A Cambodian woman with severe psychological and social trauma (pp. 49-51)

Case study: 5-2 Resettlement of a Jewish refugee family from the former Soviet Union (pp. 61-64)

### **September 15, 2009, Class 4- Organizations & Communities**

Assessment and multi-level interventions with organizations & communities from an ecological perspective; identification and critique of best practices in assessing and intervening with organizations and communities; information technology to locate evidence-based assessment tools; generalist group work (i.e., group dynamics, processes, roles).

#### **Required Readings:**

Finifter, D.H., Jensen, C.J., Wilson, C.E. & Koenig, B.L. (2005). A comprehensive,

multitiered, targeted community needs assessment model. *Family and Community Health*, 28, 293-306.

Botvin, G.J., Griffen, K.W. & Nichols, T.D. (2006). Preventing youth violence and delinquency through a universal school-based approach. *Prevention Science*, 7, 403-408.

Checker, M. (2007). "But I know it's true": Environmental risk assessment, justice, and anthropology. *Human Organization*, 66, 112-124.

Case study: 3-3 Response to school violence: A community-based approach (p. 40-41)

Case study: 3-4 Community-based services for youth released on parole (p. 42-44)

Case study: 7-2 Integrated services in American Indian country (p. 85-88)

### **September 22, 2009 - Class 5- Organizations & Communities**

Assessment and multi-level interventions with organizations & communities from an ecological perspective; identification and critique of best practices in assessing and intervening with organizations and communities; information technology to locate evidence-based assessment tools; generalist group work (i.e., group dynamics, processes, roles).

#### **Required Readings:**

Boehm, A. & Itzhaky, H. (2004). The social marketing approach: A way to increase reporting and treatment of sexual assault. *Child Abuse and Neglect*, 28, 253-265.

Heflinger, C.A. & Christens, B. (2006). Rural behavioral health services for children and adolescents: An ecological and community psychology analysis. *Journal of Community Psychology*, 34, 379-400.

Mulroy, E.A. & Lauber, H. (2004). A user-friendly approach to program evaluation and effective community interventions for families at risk of homelessness. *Social Work*, 49, 573-586.

Case study: 2-5 The impact of agency policy on intervention with a family affected by ADHD/ODD (pp. 29-32)

Case study: 7-3 Partners in care: Enhancing medical and psychosocial care for the elderly (p. 89-92)

Case study: 7-4 Restoring organizational functioning: Challenge for a new executive director (p. 93-95)

### **September 29, 2009 – Class 6**

#### **Client systems/trans-disciplinary teams/ public health/risk and resilience framework**

Evidence-based prevention principles and approaches across client systems; intra-, inter- and trans-disciplinary teams; public health/risk and resilience framework (Fraser); prevention approaches with at-risk populations (e.g., HIV, suicide, community, and domestic violence, and substance abuse); using information technology to identify evidence-based principles and approaches; precautionary principle (Public Health) and traditional scientific risk assessment methodologies.

#### **Required Readings:**

Haber & Toro (2004). Homelessness among families, children, and adolescents: An ecological-

developmental perspective. *Clinical Child and Family Psychology Review*, 7, 123-163.

Jenson, J.M. (2006). Advances and challenges in preventing childhood and adolescent problem behavior. *Social Work Research*, 30, 131-134.

Jenson, J.M. (2007). Research, advocacy, and social policy: Lessons from the risk and resilience model. *Social Work Research*, 31, 3-5.

Case study: 3-2 Outreach to homeless youth at-risk (pp. 37-39)

Case study: 7-1 Primary prevention to promote effective parenting: The Parent University (pp. 80-84)

### **October 6, 2009 – Class 7**

#### **Client systems/trans-disciplinary teams/ public health/risk and resilience framework**

Evidence-based prevention principles and approaches across client systems; intra-, inter- and trans-disciplinary teams; public health/risk and resilience framework (Fraser); prevention approaches with at-risk populations (e.g., HIV, suicide, community, and domestic violence, and substance abuse); using information technology to identify evidence-based principles and approaches; precautionary principle (Public Health) and traditional scientific risk assessment methodologies.

#### **Required Readings:**

Okamoto, S.K., LeCroy, C.W., Tann, S.S., Rayle, A.D. Kulis, S., Dustman, P. & Berceci, D. (2006). The implications of ecologically based assessment for primary prevention with indigenous youth populations. *The Journal of Primary Prevention*, 27, 155-170.

Ungar, M. (2004). A constructionist discourse on resilience: Multiple contexts, multiple realities among at-risk children and youth. *Youth and Society*, 35, 341-365.

Case study: 3-1 A school-based program for teen parents (pp. 34-36)

### **October 13, 2009 – Class 8**

#### **Client systems/trans-disciplinary teams/ public health/risk and resilience framework**

Evidence-based prevention principles and approaches across client systems; intra-, inter- and trans-disciplinary teams; public health/risk and resilience framework (Fraser); prevention approaches with at-risk populations (e.g., HIV, suicide, community, and domestic violence, and substance abuse); using information technology to identify evidence-based principles and approaches; precautionary principle (Public Health) and traditional scientific risk assessment methodologies.

#### **Required Readings:**

Bronstein, L.R. (2003). A model for interdisciplinary collaboration. *Social Work*, 48, 297-306.

Glisson, C. & Schoenwald, S.K. (2005). The ARC organizational and community intervention strategy for implementing evidenced-based children's mental health treatments. *Mental Health Services Research*, 7, 243-259.

Case study: 6-2 AIDS in remission: Reversing direction (p. 72-74)

Case study: 6-1 Dealing with end-stage illness: Cultural issues and the interdisciplinary team (p.69-71)

## **REFLECTION PAPERS DUE**

### **October 20, 2008- Class 9**

#### **Client systems/trans-disciplinary teams/ public health/risk and resilience framework**

Evidence-based prevention principles and approaches across client systems; intra-, inter- and trans-disciplinary teams; public health/risk and resilience framework (Fraser); prevention approaches with at-risk populations (e.g., HIV, suicide, community, and domestic violence, and substance abuse); using information technology to identify evidence-based principles and approaches; precautionary principle (Public Health) and traditional scientific risk assessment methodologies.

#### **Required Readings:**

Campbell, A.N., Fisher, D.S., Picciano, J.F., Orlando, M.J., Stephens, R.S. & Roffman, R.A. (2004). Marketing effectiveness in reaching the non-treatment seeking marijuana smoker. *Journal of Social Work Practice in the Addictions*, 4, 39-59.

Mann, E.A. & Reynolds, A.J. (2006). Early intervention and juvenile delinquency prevention: Evidence from the Chicago Longitudinal Study. *Social Work Research*, 30, 153-167.

Case study: 6-3 Northeast Valley: A Latino community overcoming vulnerability (p. 75-78)

### **October 27, 2009-Class 10- Advocacy & Social Change Strategies**

Advocacy and social change strategies that advance well-being and social and economic justice with individuals and in organizations & communities; models of community practice, grassroots, neighborhood, and community organizing; community social and economic development, program development, community liaison, social planning, coalition building, political and social action; social movements and their core components for progressive change (i.e., social work roles, scope of concern, constituencies, target systems, desired outcomes).

#### **Required Readings:**

Chino, M. & DeBruyn, L. (2006). Building true capacity: Indigenous models for indigenous communities. *American Journal of Public Health*, 96, 596-599.

Hancock, T. U. (2005). Cultural competence in the assessment of poor Mexican families in the rural southeastern United States. *Child Welfare*, 84, 689-711.

Jacobson, M. & Rugeley, C. (2007). Community-based participatory research: Group work for social justice and community change. *Social Work with Groups*, 30, 21-39.

Case study: 4-1 Multilevel solutions to violence with an African-American family using Oppression and Feminist theories (pp. 46-48)

### **November 3, 2008- Class 11 - Advocacy & Social Change Strategies**

Advocacy and social change strategies that advance well-being and social and economic justice with individuals and in organizations & communities; models of community practice, grassroots, neighborhood, and community organizing; community social and economic development, program development, community liaison, social planning, coalition building, political and social action; social movements and their core components for progressive change (i.e., social work roles, scope of concern, constituencies, target systems, desired outcomes).

**Required Readings:**

Goodkind, J.R. & Foster-Fishman, P.G. (2002). Integrating diversity and fostering interdependence: Ecological lessons learned about refugee participation in multiethnic communities. *Journal of Community Psychology*, 30, 389-409.

Icard, L.D. Bourjolly, J.N. & Siddiqui, N. (2003). Designing social marketing strategies to increase African Americans' access to health promotion programs. *Health and Social Work*, 28, 214-223.

Peterson, N.A. & Hughey, J. (2002). Tailoring organizational characteristics for empowerment: Accommodating individual economic resources. *Journal of Community Practice*, 10, 41-59.

Case study: 4-3 Saving STOP: A community-based program to reduce jail recidivism among the mentally ill (pp. 52-55)

**November 10, 2008-Class 12 – Ethical Dilemmas**

Recognizing, analyzing, and resolving ethical dilemmas with individuals, families, groups, and communities; NASW Code of Ethics, International Code of Ethics; ethical principles; professional values; utilizing supervision appropriately for analysis and resolution of ethical dilemmas.

**Required Readings:**

Miley, K. & DuBois, B. (2007). Ethical preferences for the clinical practice of empowerment social work. *Social Work, Health, and International Development*, 44, 29-44.

International Federation of Social Workers- Ethics in Social Work, Statement of Principles (<http://www.ifsw.org/en/p38000398.html>)

Carolyn Sniff Legal Brief (listed under “course documents”)

**November 17, 2008- Class 13**

**Group Project Presentations**

**December 24, 2008 -Class 14**

**Final Exam (Must be taken by November 30, 2009.)**