

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

**SW 538 Social Work Practice with At-Risk Populations (2 credits)
Tuesdays 5:30-9:30 PM (First Session)**

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Code of Conduct

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

The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*, 2007).

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 2227 Dunford Hall (865-974-6087). This will ensure that you are properly registered for services.

Course Description:

This is a required foundation course. This course provides an 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 two (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 risks, protective factors and strengths in the context of the supports and demands of their environment.

Course Competencies:

By the completion of this course, students are expected to be able to:

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 use culturally affirming communication assessment tools

(content: skills and strategies for communication and assessment; critical analysis of assessment tools for evidence-based and culturally affirmative elements; assessing family dynamics, roles, patterns, and 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 *(content: generalist group work, i.e. group dynamics, processes, roles; intra-, inter- and inter-disciplinary teams; generalist family-centered, strengths-based, evidence supported interventions; family configurations, i.e. single parent, step parent, aging, and other issues, such as child maltreatment and abuse, mental and physical health, immigration/legal status, death and dying, disabilities, poverty and violence).*
3. Recognize, analyze, and resolve ethical dilemmas that arise in practice with individuals, families, groups, and communities *(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 *(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 and social and economic justice in communities, and how and when to apply such generalist strategies across larger systems *(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).*

Required Text: The following book is required of this course and may be purchased from the usual book sellers:

Dworkin, J. (2005). *Advanced social work practice: An integrative, multilevel approach*. Boston, MA: Pearson Education, Inc.

There are also other required readings that are listed in the syllabus and made available at the UTK on-line Library Course Reserves site.

Course Requirements:

Graduate level work includes an ability to synthesize one's experience and knowledge into an explication that illuminates theory and an understanding of the course material. The writing of papers is expected to be organized, succinct in conceptualization and syntax and grammatically correct. The following criteria will be used for all graded assignments:

- Quality and clarity of writing and organization
- Comprehensiveness
- The extent to which course concepts, discussion and readings are reflected in the writing.
- Accuracy and specificity of observations.

Attendance and class participation. Students are expected to attend every class session. Students are expected to engage one another in the lecture through critical thinking exercises.

Case Studies and Class Presentations. Small group case study assignments will be made on the first day of class. Each group is required to complete a case study and make an oral presentation (20-30 minutes) to the class, facilitate class discussion of the case, do a literature review and locate interventions that may be helpful in addressing the problem(s) in your case and the rationale for choosing this intervention. **A limited power point presentation (10 minutes) may be used in the case study. Interviews with professionals working with at-risk populations are required as a component of this assignment. As a group, students are expected to answer each question under "Activities" that follow the case; summarize outside readings related to issues of this case and facilitate a class discussion of the case. Case study assignments are due at the beginning of each class.**

In-Class Exercises and Quizzes. Four (4) in-class exercises and quizzes will be given throughout the semester on dates and times determined by the professor. Not all quizzes and exercises will be announced prior to their administration. The format for quizzes and exercises will be announced prior to their administration. The format for quizzes will include objective and short answer questions covering content from the week's readings and lecture notes. The format for exercises will include activities performed in class related to the content of the lecture. **Make up quizzes will not be given unless due to documented emergencies.**

Research Paper. Each student is expected to prepare an individual research paper based upon the small group case study presented earlier, defending a pro or con position. **Students should prepare a written debate on the assigned case study and incorporate all five (5) components of the course objectives in the paper. A policy alternative should be presented to rectify the situation. The paper should be a minimum of 8 pages, not including the cover page and works cited page.**

Final Exam. Each student will complete a final exam. The exam will be comprised of lecture notes, and notes from course readings and case study presentations.

Grade Distribution. The course grade is based on a combination of exercises, quizzes, a case study presentation, a research paper and the final exam which will be computed on the following parts:

Class presentation of case studies.....	16.666 %	(100 pts.)
Exercises and Quizzes	16.666 %	(100 pts.)
Research Paper.....	33.333 %	(200 pts.)
Final Exam	23.333 %	(140 pts.)
Attendance/class participation.....	10.000 %	(60 pts.)

Grading: The grading scale is as follows:

- A 576- 600 points
- B+ 545- 575 points
- B 500- 544 points
- C+ 450- 499 points
- C 420- 449 points
- D 400- 419 points
- F less than 400 points

Inclement weather or other emergency cancellation

If your class session is canceled due to inclement weather or other unexpected circumstances, please continue to read and complete assignments as you are responsible for knowing all course material for quizzes and exercises. If you have a due date for a written assignment, all deadlines are deferred until the next course session unless otherwise specified on this course’s web page. **This means that you are expected to turn in your assignments for the week missed AND the current session and/or be ready to present your “past due” presentation.**

Attendance, participation and class rules

1. Students are expected to be on time, attend all class sessions, and stay until the completion of class.
2. Students are to complete reading assignments and be prepared to participate in class discussions, exercises and small group activities.
3. All written assignments are due at the beginning of class period of the date specified on the course outline.
4. **ALL ASSIGNMENTS ARE TO BE COMPLETED IN TIMES NEW ROMAN FONT, SIZE 12, DOUBLE SPACED WITH ONE INCH MARGINS. APA FORMAT IS ALSO REQUIRED. NO EXCEPTIONS.**
5. Assignments are to be completed correctly at the time of submission.
6. Any disruption of the classroom-learning environment (through actions in or out of class) will result in the identified student(s) being required to leave the class, without the possibility of being readmitted. This includes any use of cell phones and pagers.
7. All graduate students are responsible for adhering to standards of professional conduct with colleagues/faculty and elsewhere in the graduate program.

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Disability: If you need course adaptation or accommodations for a documented disability, please discuss this with me early in the semester (**NO LATER THAN THE END OF WEEK 1**).

Dropping the class: If you choose to drop the class, you have the responsibility to complete the paperwork according to the University's schedule. Not doing so may result in a failing grade.

Student retention: The University of Tennessee supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students assistance academically, personally, or socially should contact the Student Academic Support Services in the General Education Building (located at the corner of Dunlap and Madison) in the basement Room BB9, 448-5056 for more information and referrals.

Email Inquiries: Please allow 48 hours for responses to course related email questions before re-submitting an email question. **Please DO NOT wait until the last minute to forward a course relevant question or concern (e.g., the day prior to an assignment due date).**

No Binding Obligation

This syllabus is designed to guide our learning in this course, but it is subject to change based upon factors such as realizing course goals and objectives, student progress, etc. Changes are effective, if and when made at any time during the semester, with oral notice to those in attendance.

COURSE OUTLINE AND READINGS:

Week 1 **January 15, 2008**

Introduction to Course, Review of Syllabus, Discussion of Assignments, Assignment of Case Study Small Groups; and Assignment of Case Studies.

Required readings session 1:

Chapter 1

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

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

Week 2 **January 22, 2008 NO CLASS**

Students work on group case studies and class required readings.

Week 3 **January 29, 2008**

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)

Readings for session 2:

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.

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.

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.

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.

Littell, J.H. (2005). Lessons from a systematic review of effects of multisystemic therapy. *Children and Youth Services Review*, 27, 445-463.

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

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).

Case study: 5-3 Interventions with recent Hmong immigrants (pp. 65-67).

Week 4 **January 29, 2008**

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).

Readings for session 3:

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.

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.

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.

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

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

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

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

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

Week 5 **February 5, 2007**

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.

Readings for session 4:

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

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.

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.

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.

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.

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

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

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

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

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

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

Week 6 **February 19, 2008**

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).

Readings for session 5:

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

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.

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

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.

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

Peterson, N.A. & Hughey, J. (2002). Tailoring organizational characteristics for empowerment:

Accommodating individual economic resources. *Journal of Community Practice*, 10, 41-59.

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

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

RESEARCH PAPER DUE

Week 7 **February 25, 2008**

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.

Readings for session 6:

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>)

FINAL EXAM