

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

**SW 538 Social Work Practice with At-Risk Populations (2 credits)
On-Line Course Section 4
Course Outline Spring 2007 (First Session)**

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Office Hours:
Mondays 4-6 pm
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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.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 191 Hoskins Library (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 (*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 (*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)*).
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)*).

Course Requirements/Plan for Evaluation:

Power Point Presentation of Case Study	25
Final Paper on Case Study	20

Class Project Power Point Presentation	20
Discussion Board Participation	35

The final course grade will be based on the following:

- 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)

Required Texts:

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

Additional readings can be accessed on-line at the Hodges library website.

Course Content Outline:

Session 1 (Jan. 9, 2008)—On-line Assignments

The following case studies will be assigned to each student for posting a power point presentation:

- 2-4 Assessment challenges with an adult homeless male (25-28). Due by session #3
- 2-3 Clinical practice in a rural community with an adult survivor of sexual trauma (p.20-24) . Due by session #3
- 5-2 Resettlement of a Jewish refugee family from the former Soviet Union (61-64). Due by session #3
- 3-3 Response to school violence: A community-based approach (40-41). Due by session #4
- 3-4 Community-based services for youth released on parole (42-44). Due by session #4
- 7-2 Integrated services in American Indian country (85-88). Due by session #4
- 7-3 Partners in care: Enhancing medical and psychosocial care for the elderly (89-92). Due by session #4
- 7-4 Restoring organizational functioning: Challenge for a new executive director (93- 95). Due by session #4
- 3-1 A school-based program for teen parents (34-36). Due by session #5
- 3-2 Outreach to homeless youth at-risk (37-39). Due by session #5
- 6-1 Dealing with end-stage illness: Cultural issues and the interdisciplinary team (69-71). Due by session #6
- 6-2 AIDS in remission: Reversing direction (72-74). Due by session #6
- 4-3 Saving *STOP*: A community-based program to reduce jail recidivism among the mentally ill (52-55). Due by session #7

Required readings session 1:

Chapter 1 of Dworkin textbook

Discussion board activities for case study 2-2:

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

Session 2 (Jan. 16, 2008)—Online Assignments

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)

Assignment

Required readings for session 2:

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.

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.

Discussion board activities for case study: 4-2

A Cambodian woman with severe psychological and social trauma (pp. 49-51)

Session 3 (Jan 23, 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 3:

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.

Discussion board activities for case study: 5-3

Interventions with recent Hmong immigrants (pp. 65-67)

Session 4 (Jan. 30, 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 4:

- 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.

Discussion board activities for case study: 2-5

The impact of agency policy on intervention with a family affected by ADHD/ODD (p. 29-32)

Session 5 (Feb. 6, 2008)—

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 5:

- 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.
- Okamoto, S.K., LeCroy, C.W., Tann, S.S., Rayle, A.D. Kulis, S., Dustman, P. & Berceli, 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.

Discussion board activities for case study: 7-1

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

Session 6 (Feb. 13, 2008)-

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 6:

- 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.
- 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.

Discussion board activities for case study: 6-3

Northeast Valley: A Latino community overcoming vulnerability (p. 75-78)

Session 7 (Feb. 20, 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 7:

- 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.

Discussion board activities for case study: 4-1

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

Session 8 (Feb. 27, 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 8:

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")

Guidelines for power point presentation and paper for case study

- 1) Address each activity following the case study
- 2) Summarize outside readings related to issues in this case (see "suggested readings")
- 3) Do a literature review/search and locate interventions that may be helpful in addressing the problem(s) in your particular case and rationale for choosing this intervention. You may want to use the presenter notes feature in order to provide additional information about your slides.
- 4) Email pthomp11@utk.edu your power point and I will post it to the blackboard
- 5) Respond to questions and comments raised on the discussion board related to your power point. Make sure to provide any clarification that is requested.
- 6) Email final paper that addresses all of the above (5-7 pages; reference list; APA format)

Guidelines for class project and power point

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

- 1) Search 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.
- 6) Email power point addressing the requested information to the instructor which will be posted for classmates to comment and ask questions.
- 7) Respond to questions and comments raised on the discussion board related to your power point. Make sure to provide any clarification that is requested.

Final grades for power points will be based on the quality, scores provided by fellow classmates and the instructor. How well the activities were addressed will also be weighed heavily by the instructor. Since constructive feedback and suggestions are important for the further development of the presenter class members will provide a written critique of the quality of each power point and support your decisions with your reasoning. In addition, students will assess how well the presenter responded to the discussion board regarding their power point presentation. Evaluation forms may be downloaded from blackboard and emailed to the instructor. Critiques and scores will be summarized and shared with the presenters in order to provide constructive criticism, positive feedback and growth. The identity of who provided the critique will remain anonymous. Under no circumstances will the instructor share any critique that is not constructive or substantive. The score for the students conducting the critiques will be based on the quality of the critique and incorporated into their participation score.

Guidelines for Discussion Board Assignment

Discussion board participation is critical for online courses and for the growth of your fellow classmates. The weekly activities should be conducted throughout the week and not be left to the end. Substantive questions, comments and responses are imperative to engage in scholarly discussions and critical thinking. Since your participation impacts everyone each student will be asked to rate each others' quality of discussion each week. Rating forms along with instructions can be downloaded from black board and emailed to me as an attachment. The rating forms will be used to assess points for your participation on the discussion board.