SW 570 – Evidence-based Practice with Families
Section One
3 credit hours
Fall, 2015

Instructor: Marlys Staudt
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Class Time: Tuesdays, 3:35 to 6:35, in Room 131, HBB
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Prerequisite(s): 510, 512, 513, 519, 522, 537, 538, and 539

**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). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

**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).

**University Civility Statement**
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/

**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.
**Dimensions of Diversity**
The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. Council on Social Work Education and the U.S. National Association of Social Workers, the College of Social Work defines “the dimensions of diversity as the intersectionality of multiple factors, including” age, class, color, culture, mental or physical disability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, religion, sex, and sexual orientation. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

**Course Description**
This course is one of three concentration selectives. This course covers evidence supported theories and practice techniques that promote family resiliency. Diverse and non-traditional families are considered including gay or lesbian families, foster families, and kinship care. Attention is given to differences in families across culture, race, and ethnicity. Special topics such as domestic violence, child abuse and neglect, divorce and separation, substance abuse, mental illness, chronic illness, disability, and loss are covered within a family contextual framework. In the course, students are encouraged to think critically about ethical practice with at-risk families.

**Course Rationale**
Regardless of practice setting, social workers commonly provide services to families. Social workers need skills to intervene with families at all levels including the individual family unit, the community, and in policy practice. It is imperative that social workers have knowledge of the best available evidence when working with families.

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

1. Describe different family problems encountered by social workers and use evidence-based approaches to working with families around these issues. *EBIP/MLCP 3.8, 4.6 (Content: domestic violence, child abuse and neglect, divorce and separation, substance abuse, mental illness, chronic illness, disability, loss and use of electronic resources to find evidence-based approaches to working with families dealing with these issues or problems).*

2. Demonstrate the use of family assessment techniques and analyze the evidence base for these techniques. *EBIP 3.9, 4.6 (Content: family mapping techniques such as genograms and ecomaps; use of standardized tools for assessment; use of electronic databases to search for family assessment tools.)*
3. Understand and critically analyze traditional and historical intervention techniques, the role of practice in policies affecting families, and the role of policy in service delivery, when working with families from an evidence-based practice perspective. *EBIP 3.8, MLCP 3.7, 3.9 (Content: history of the child guidance movement; applications of systems theory to families.)*

4. Analyze family problems, understand the development of family policy and how to advocate for families, in the context of culture, policy, and current demographic trends both within the United States and internationally. *EBIP/MLCP 2.7 (Content: role of culture in expectations around major family life events: e.g. marriage, childbearing, death; US policies around financial support, adoption, family leave, parental rights, families with disabilities, etc.; comparison of U.S. policies to that of other countries; comparison of rates of cohabitation, divorce, fertility, single parenting, etc. regionally across the US and internationally.)*

5. Articulate a plan for giving consideration to, and collaboration with, diverse families across culture, race, ethnicity, sexual orientation, disability, and family structure to effectively advocate for families within the context of an evidence-based practice model. *EBIP/MLCP 3.7, 3.9 (Content: most current evidence on interventions with diverse families; strategies for advocating for more evidence-based knowledge of family intervention across diverse family systems; advocating for the access to services, social and economic justice and resources, and human rights of client(s)/client systems)*

6. Explain the family lifespan and analyze the role of developmental stages in the lives of families. *EBIP 3.8 (Content: the traditional family life cycle model and limits of this model; developmental stages from birth to older adulthood and typical family roles across these stages; developmental issues associated with deviations from the typical lifespan model: e.g. teenage pregnancy, custodial grandparenting, death of a young spouse.)*

7. Recognize, analyze, and plan for resolving ethical dilemmas in working with families in the context of evidence-based practice. *EBIP/MLCP 1.6, 1.7 (content: values of the social work profession and application of these to work with families, rights of parents and children, cultural competence in ethical dilemmas, understand differences between personal values and professional ethics.)*

**Required Readings** are either on Blackboard or easily accessible through Hodges Library.
Course Requirements

1. Participation: Attend sessions, arrive on time, read assigned readings and come prepared to discuss them. Participate in class discussion and exercises. Please notify me if you cannot attend class or experience any extenuating situations that interfere with timely completion of course requirements. Three unexcused absences will result in the loss of half of the participation points. More than three unexcused absences will result in the loss of all participation points. Failure to participate in or help present the group assessment or group project will result in the loss of all participation points.

2. Assessment Presentation and Paper: Students will work in groups to conduct an assessment of a family (scenario will be provided). The final product will be a group presentation as well as an individual paper (option of group paper may be discussed). Presentations on 10/6 and paper due on 10/13. (COMPETENCIES 1, 2, 4, 5, 6, 7)

3. Group Project: Students will work in small groups of three to four to choose an issue confronting families (for example, substance abuse, chronic illness, mental illness, juvenile delinquency, teen pregnancy, homelessness, runaways, sexual abuse, etc.) and prepare a professional presentation for the class. There is some flexibility in how you approach this, depending on the topic you choose. In general, though, the presentation should be based on a review of the literature (as well as use of other resources) relating to the etiology and causes of the problem; appropriate assessment strategies; what is known about effective intervention strategies; and an assessment of policies relating to this issue. Issues of diversity and ethics should be considered as you prepare this presentation. The groups should work with and consult the instructor as they prepare the presentation. Please provide me with a copy of the powerpoint, hand-outs, or outline/summary of the presentation by noon prior to the day you present. These groups will be formed in class no later than 9/15. Presentations will begin on 11/10 or 11/17. Each group will be provided 45 to 60 minutes, including time for class questions and comments. (COMPETENCIES 1, 2, 3, 4, 5)

4. Short topical report: Students will be assigned a short overview on an ethnic group from the 2005 book by MM McGoldrick, J Giordano, & N Garcia-Preto (Eds.), Ethnicity and Family Therapy. New York: Guilford. Read the overview and come prepared to talk about it with other students assigned to that reading. Each group then will summarize the reading to the class. This is scheduled for 9/29.

5. Students will read the article by Paul R. Peluso:

Read the Peluso article and complete the exercises in Table 2 and Table 3. Write a short reflection paper, answering the following questions (some of these are from Table 4 in the article):

When completing Table 2, which value did you rank the most important? Least important? What were your reasons for doing so?

Which value in Table 3 did you rank the most difficult to handle? Which the least difficult? What were your reasons for ranking them the way you did?

Were there discrepancies between the rankings in Tables 2 and Table 3? If so, what may have caused the difference?

In what areas might you have difficulty making ethical decisions/with what populations and problems might you have difficulty working with? Have you reflected on the reasons for this?

Are there strategies you can implement, now and/or in the future, to address those areas you might have difficulty with?

It is not required that you include an ethical genogram.

Guidelines for paper: 4-6 pages, 12 font, double-spaced. (COMPETENCY 7) Due on 11/10

Grading
Group Assessment: 20 points
Assessment Paper: 20 points
Topical report: 10 points
Group project: 50 points
Ethical paper: 20 points
Class participation: 20 points
Total possible points: 140

134-140: A
120-133: B+
113-119: B
106-112: C+
98-105: C
97 and lower: D

Please do not use your laptops, cell phones, or other electronic devices for non-class purposes during class time. Please remember to turn off cell phones during class.
Course Outline

8/25: Introduction to course. Discussion of how we define families. Small group exercise.

9/1: Family Policy: What is family policy? How do policies affect families?

Video: Motherhood Manifesto

Readings:


9/8: Continue Family Policy and Discussion of Readings from 9/2

Family Stress Theory

Readings:


Chapter 2: Conceptualizing Parental Stress with Family Stress Theory
Chapter 16: Everyday Hassles and Family Stress

9/15: Basic assessment concepts and key concepts of the family system, including lifespan stages, structure, traditions, rules, rituals, etc. Mapping and Graphic Techniques and Standardized measures
Readings:


Chapter 4: Guidelines for Conducting Assessment (pp. 42-76). In J Patterson et al. (2009). Essential Skills in Family Therapy: From the First Interview to Termination (2nd ed.). New York: Guilford Press.


9/22: Guest Speaker: Dr. Roger Nooe, Community Law Office, Knox County Public Defender. Dr. Nooe will present an assessment grid and engage you in thinking about families who fall along the various dimensions.

9/29: Engaging Families (possible role-play and time for assessment groups to meet)


Brief Topical Reports: Students will be assigned one of the following to read and summarize in class. Each article is from the McGoldrick et al book Ethnicity and Family Therapy.

American Indian Families: An Overview
Families of African Origin: An Overview
Latino Families: An Overview
Asian Families: An Overview
Families of European Origin: An Overview
Jewish Families: An Overview

Based on the reading, what are the policy and practice implications?

10/6: Students present their family assessments; continue topical reports from 9/30

10/13: History of Family Theories (Three Generations of Family Therapy Theories). Concepts central to each theory. (Today we will talk about the first generation)

Video: The Legacy of Unresolved Loss

Reading: Bowen Family Systems Therapy (pp. 75-96). In MP Nichols, The Essentials of Family Therapy. Allyn & Bacon.

10/20: The Second Generation and The Third Generation

Read one of the following:


Narrative Therapy: (pp. 266-282). In MP Nichols, The Essentials of Family Therapy. Allyn & Bacon.

Small group discussion on which concepts from each generation you see currently in practice

10/27: Multiple Generation Households

Video: The Sandwich Generation


11/3: Violence in Families


11/10: Divorce and Step-families; Ethics (small group discussion of your ethics paper)


Chp. 10: Divorce: A Risk and Resilience Perspective (pp. 211-233)

Chp. 11 Stress and Coping within the Context of Stepfamily Life


Small group discussion of your ethics papers.

11/17 and 11/24: Student presentations.
Final Discussion: Barriers to implementing a family-centered approach in social work practice. How can you open doors to family-centered practice?