

School of Social Work
University of Iowa
Salome Raheim, Director

Center: Des Moines
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Des Moines, IA 50314
Spring 2003

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COURSE OUTLINE

I. Social Work Practice With Individuals, Families and Groups

42:150 EXA (3 s.h.) Letter graded
Class Meets: Monday 2:30 – 5:30 p.m.

II. COURSE DESCRIPTION

Examines models and underlying theories of empirically based direct social work practice with individuals, families and groups, with particular emphasis on an ecosystemic, strengths perspective. Includes an in-depth examination of the phases of the helping relationship, strengths-based assessment, and the change process in interpersonal helping relationships.

Rationale: This course introduces students in the master's program to basic social skills in work with individuals, families, and groups. It prepares students for the electives in particular areas of social work practice with individuals, couples, groups, and special populations. The advanced concentration courses build on the knowledge, values, and skills students gain from this course.

Co-requisite and Pre-requisites: Admission to the MSW program and 42:140. Co-requisite for 60 hour students: 42:151, 42:290, 42:291.

III. GOALS OF THE COURSE

1. Presents conceptual frameworks for direct social work practice with individuals, families, and groups.
2. Analyzes the phases of the helping process with particular emphasis on theories of interpersonal communication related to joining and engagement, the ecosystemic perspective on assessment, planning and goal setting and evaluation of practice.
3. Introduces assessment of individual and family functioning from an ecosystemic perspective by describing interpersonal sub-systems, environmental systems, and developmental phases.
4. Increases understanding of assessment as both process and a recording product.
5. Presents the planning, goal setting, and contracting phase as a mutual process between the client and social worker.
6. Teaches students to assess the range of intervention methods depending on theoretical approaches, needs and strengths identified in assessment, and target system level (individual,

family and group). These include social work interventions such as linkage to needed resources, mobilizing support systems, counseling or psychotherapy, training and education.

7. Develops an awareness of self in the helping relationship as it relates to the ability to evaluate one's own practice.
8. Presents the nature of the change process with individuals, families and groups.
9. Increases understanding of the importance and application of research to social work theory and practice, including evaluation of practice.
10. Addresses ethics and values of professional social work practice.
11. Presents the knowledge and skills and values for culturally competent practice.
- 12.** Increases abilities to engage in culturally competent practice with diverse client populations, with particular attention to historically oppressed populations, populations at risk (i.e., families in poverty, families experiencing violence, persons with mental illness), and populations especially relevant to the diversity of Iowa (i.e., rural, Latino, Native American, refugee populations and ethnic groups common to Iowa) **and the aged.**
13. Introduces the historical development of direct social work practice through an examination of the traditional (i.e., friendly visitors, psychosocial, problem solving, task centered) and current (i.e., cognitive behavioral, brief treatment approaches, eco-systems, self-psychology) social work practice models, with special attention to the linkage between the traditional and current models.

IV. ACADEMIC OUTCOMES OF THE COURSE

By the end of the course, students will be able to:

1. Analyze different conceptual frameworks for direct social work practice with individuals, families, and groups, which includes attention to the historical development of social work practice and application of evidence based research to practice.
2. Synthesize theories and knowledge about the phases of the helping relationship, including knowledge on the nature of the change process with individuals, families and groups.
3. Demonstrate critical thinking in the assessment and planning process through conducting an in-depth, eco-systemic assessment of a client situation, which includes an identification of client strengths, use of the knowledge base to interpret client issues, and the development of a collaborative intervention plan.
4. Demonstrate an awareness of self in the helping relationship as it relates to the ability to reflect on and evaluate one's own practice.
5. Apply social work values and ethics to practice including acceptance, confidentiality, honesty, regard for individual worth and dignity, and respect for the individual's right to make independent decisions and to participate actively in the helping process.
6. Demonstrate an understanding of the knowledge and skills needed to engage and intervene with culturally diverse client populations, **specifically aging populations.**

V. REQUIRED TEXTS.

Johnson, L., & Yanca, S. (2001). Social work practice. Boston, MA: Allyn and Bacon.

Paniagua, F. (1998) Assessing and treating culturally diverse clients. Thousand Oaks, CA: Sage Publications.

Ragg, D. (2001). Building effective helping skills. Boston, MA: Allyn and Bacon.

Course pack available on the University web site – www.lib.uiowa.edu/disted. There are also 2 copies on reserve in the office for those who would like to check them out. Assigned readings are available in the course pack.

VI. EVALUATION OF STUDENT PERFORMANCE

A. DESCRIPTION OF EVALUATION METHODS

Students are expected to attend class regularly. More than 2 absences may result in a grade reduction of 5 %. Also 2 tardys equal one absence. Please call the instructor in cases of tardiness or absence. Active participation in class is expected and should follow the discussion guidelines. Assignments which are late will result in a loss of points.

Self-Awareness Reflections– S/U -	10 points
Cultural Competence Assignment -	10 points
Problem Solving Discussion-S/U	5 points
Practice Model Research Paper -	35 points
Assessment Paper -	40 points
Total –	100 points

Evaluation Criteria: All assignments will be evaluated using the following criteria: A) the extent to which the stated requirements are met; B) clarity of organization and writing; and C) appropriate application , analysis and synthesis of course content. All written work must include citations, in APA style, where appropriate, to avoid plagiarism. Paper without citations may be graded “F”.

B. GRADING PROCEDURE

Grades will be assigned according to the School of Social Work Policy, using the plus/minus grading system. Letter grades will be assigned as follows:

A+ = 98-100	C+ = 78-79	F = Below 60
A = 93-97	C = 73-77	
A- = 90-92	C- = 70-72	
B+ = 88-89	D+ = 68-69	
B = 83-87	D = 63-67	
B- = 80-82	D- = 60-62	

Statement on Blind Grading:

When feasible and appropriate, instructors will blind grade student papers, tests, and exams. Students are to submit all such assignments with their social security number rather than their name.

VII. UNIVERSITY AND SCHOOL POLICIES

A. STUDENTS WITH DISABILITIES.

Federal Law requires that the University make reasonable efforts to accommodate students with disabilities. A student with a disability will bring to the instructor a confidential form (available in the Office of Student Disability Services) completed and signed by a counselor in the Office of Student Disability Services, verifying the need for accommodation. If the student and instructor disagree on how course requirements may be altered without compromising the integrity of the course, the student will contact the Director. The Director will work with the student, the instructor, and the Office of Student Disability Services to resolve such differences. Questions may be addressed to the Office of Student Disability Services, 335-1462.

B. RESOURCES FOR OBTAINING ADDITIONAL HELP.

The School provides support and assistance to students who, for a variety of reasons, may be experiencing academic problems. Such students should speak with the Undergraduate or Graduate Coordinator or the Director of the School to arrange for special support services.

C. STUDENT GRIEVANCES.

A student wishing to grieve a grade should discuss the matter with the instructor. If the grievance is not resolved, students should use the School's appeal process as described in the School's student handbooks (Appeals Committee). In the event that the grievance still has not been resolved, the student should send a letter describing the grievance to the Associate Dean for Academic Programs, who attempts to resolve the matter. The Associate Dean changes a grade only if it was assigned in violation of College or University policy and only after consultation with the School's Director.

D. ACADEMIC MISCONDUCT.

An incident of inappropriate citation (i.e., plagiarism) or other forms of academic dishonesty, such as the fabrication of research data, will result in a reduction of the student's grade for the course, at minimum, or a failing grade, depending upon the severity of the transgression. Graduate student's misconduct will also be reported to the Graduate Coordinator, at which point further disciplinary action may be taken. Please refer to the Educational Handbook for the Master of Social Work Program (Student Advancement Policy).

VIII. COURSE REQUIREMENTS

1. Self-Awareness Reflection – Due Feb.3, April 14
2. Cultural Competence Project - Due March 31
3. Practice model research paper – Due March 3
4. Assessment Paper – Due May 6
5. Problem Solving Discussion – As Assigned

IX. CLASS TOPICS AND CLASS SCHEDULE

January 27 COURSE INTRODUCTION/ HISTORY OF SOCIAL WORK

Readings:

Garrett, A. (1994). Revisiting our heritage: The professional base of social case work. *Families in Society*, 75(8), 513-520. (Course pack).

Johnson & Yanca – Chapter 2 – Social Work as a Developing Profession.

Discussion of assignments: Cultural Competence Project, Self-Awareness Reflection, Practice Model Paper, Assessment Paper, Problem Solving Discussion

Outline for practice model paper to be distributed

Outline for final paper to be distributed.

“Trouble with Evan” video will be shown.

February 3rd THEORY AND KNOWLEDGE IN SOCIAL WORK PRACTICE/ CONCEPTUAL FRAMEWORKS – Strengths and Empowerment

Kondrat, M. E. (1992). Reclaiming the practical: Formal and substantive rationality in social work practice. *Social Service Review*, 66, 237-255. (Course pack).

Reid, W. J. (1997). Long-term trends in clinical social work. *Social Service Review*, 71, 200-213. (Course pack)

Saleebey, D. (1996). The strengths perspective in social work practice: Extensions and cautions. *Social Work*, 41(3), 296-305. (Course pack).*

Gutierrez, L, Parsons, R., & Cox, E. (1998). Empowering Families in *Empowerment in Social Work Practice*. Pacific Grove, CA: Brooks/Cole Publishing.*

“The Farmer’s Wife” video will be shown – Intergenerational dynamics
FIRST SELF REFLECTION DUE.

February 10 BUILDING BLOCKS FOR COMMUNICATION – Cognitive Theory

Ragg, Chapter 1: Increasing Self-Awareness.
Johnson & Yanca, Chapter 6: The Worker.*

Biestek, F. P. (1994/1957). Revisiting our heritage: An analysis of the casework relationship. *Families in Society*, 75(10), 630-634. (Course pack)

Spillane-Grieco, E. (2000). Cognitive-behavioral family therapy with a family in high-conflict divorce: A case study. *Clinical Social Work Journal*, 28(1), 105-119. (Course pack)*

“Big Mama” video will be shown- grandparents parenting

**February 17th THE BEGINNING PHASES OF THE HELPING RELATIONSHIP/
VALUES & ETHICS IN THE HELPING RELATIONSHIP**

Johnson & Yanca, Chapter 4: Social Work as a Process of Facilitating Growth and Change
Chapter 5: Social Work as Intervention into Human Transactions*

Ragg, Chapter 2: Conscious Self-Control and Ethical Behavior.
Chapter 3: Acquiring a Knowledge Base*
Chapter 4: Thinking Skills

Cultural competence groups will have time to meet for planning.

ETHICS QUIZ

February 24th CONDUCTING AN ASSESSMENT: CONTENT

Germain, C. B. (1994). Emerging conceptions of family development over the life course. *Families in Society*, 75(5), 259-267. (Course pack).*

Hartman, A. (1978). Diagrammatic assessment of family relationships. *Social Casework*, 59, 465-476. (Course pack)*

Hardy, K. V. & Laszloffy, T. A. (1995). The cultural genogram: Key to training culturally competent family therapist. *Journal of Marital and Family Therapy*, 21(3), 227-237. (Course pack)

Discussion of assessment of the three families from the films including perspectives from empowerment and cognitive frameworks.

March 3rd CONDUCTING AN ASSESSMENT: PROCESS

Johnson & Yanca, Chapter 11: Assessment.

Ragg, Chapter 5: Tuning In to the Client

Chapter 6: Engaging the Client and Focusing Work*

Chapter 8: Listening and Observing Skills

Chapter 9: Exploratory Questioning Skills*

Cultural competence groups will have time to meet for planning.

PRACTICE MODEL PAPER DUE

March 10 SELF CARE CLASS

Student discussions of practice model papers.

Videos will be re-shown.

March 17th NO CLASS - SPRING BREAK

March 24th THE NATURE OF CHANGE/INTERVENTION

Prochaska, J. O., DiClemente, C. C., & Norcross, J. C. (1992). In search of how people change: Applications to addictive behaviors. *American Psychologist*, 47, 1102-1114. (Course pack)*

Johnson & Yanca, Chapter 12: Planning

Chapter 13: Direct Practice Actions

Ragg, Chapter 12: Change Facilitating and Interventive Questions*

March 31 CULTURALLY COMPETENT PRACTICE

Paaniagua: Chapter 1: Minority, Multicultural, Race, and Ethnicity Concepts*

Chapter 2: Guidelines for the Assessment and Treatment of Multicultural Groups

Oriti, B., Bibb, Am. & Mahboubi, J. (1996). Family-centered practice with racially/ethnically mixed families. *Families in Society*, 77(9), 573-581. (Course pack)*

McPhatter, A.R. (1997). Cultural competence in child welfare: What is it? How do we achieve it? What happens without it? *Child Welfare*, 76(1), 255-78. (Course pack)

Pinderhughes, E. (1997). Developing diversity competence in child welfare and permanency planning. *Journal of Multicultural Social Work*, 5(1/2), 19-38. (Course pack)

Panel on Culturally Competent Practice scheduled.

CULTURAL COMPETENCE – CLASS PRESENTATIONS – one group on aging

April 7 **INTERVENTION WITH INDIVIDUALS – Solution Focused Theory**

Berg, I. K. & DeJong, P. (1996). Solution-building conversations: Co-constructing a sense of competence with clients. *Families in Society*, 77(6), 376-391. (Course pack)*

DeJong, P. & Miller, S. D. (1995). How to interview for client strengths. *Social Work*, 40(6), 729-736. (Course pack)*

Roche, S.E. (1999). Using a strengths perspective for social work practice with abused women. *Journal of Family Social Work*, 3(2), 23-37. (Course pack)

Russell, C. (1999). Interviewing Vulnerable Old People: Ethical and Methodological Implications of Imaging Our Subjects. *Journal of Aging Studies*, Vol.13 Issue 4, pg 403 – 15.*

Discussion of solution focused theory as it relates to the three video families.

April 14th **INTERVENTION WITH FAMILIES**

Laird, J. (1995). Family-centered practice in the postmodern era. *Families in Society*, 76(3), 150-162. (Course pack)*

Haddock, S.A., Zimmerman, T.S., & MacPhee, D. (2000). The Power of Equity Guide: Attending to gender in family therapy. *Journal of Marital and Family Therapy*, 26(2), 153-170. (Course pack)*

McGoldrick, M., Almeida, R., Garcia, N., Bibb, A., Sutton, C., Hudak, J., & Hines, P.M. (1999). Efforts to incorporate social justice perspectives into a family training program. *Journal of Marital and Family Therapy*, 25(2), 191-209. (Course pack)*

Second Self Awareness Reflection Due

April 21nd **INTERVENTION WITH FAMILIES**

Mailick, M.D. & Vigilante, F.W. (1997). The Family Assessment Wheel: A social constructionist perspective. *Families in Society*, 78(4), 361-369. (Course pack)*

Daneshpour, M. (1998). Muslim families and family therapy. *Journal of Marital and Family Therapy*, 24(3), 355-390. (Course pack)

Johnson & Yanca, Chapter 14: Indirect Practice Actions.

April 28th INTERVENTION WITH GROUPS

Kurland, R. & Salmon, R. (1998). Purpose: A misunderstood and misused keystone of group work practice. *Social Work with Groups*, 21(3), 5-17. (Course pack)

Stevenson, J.L. & Wright, P.S. (1999). Group dynamics. Activities. Adaptation & Aging, 23(3), 139-173. (Course pack)*

Thoman, H. & Caplan, T. (1999). Spinning the group process wheel: Effective facilitation techniques for motivating involuntary client groups. *Social Work with Groups*, 21(4), 3-21. (Course pack)*

May 5th INTERVENTION WITH GROUPS

Brennan, J. W. (1995). Short-term psychoeducational multiple-family group for bipolar patients and their families. *Social Work*, 40(6), 737-743. (Course pack)

Morrow, D. F. (1996). Coming out issues for adult lesbians: A group intervention. *Social Work*, 41(6), 647-653. (Course pack).

Bonhote, K., Roamno-Egan, J. & Cornwell, C. (1999). Altruism and Creative Expression in a Long-Term Older Adult Psychotherapy Group. Issues in Mental Health Nursing, 20:603-617.

ASSESSMENT PAPER DUE – 2 of the choices include families with multi-generations**May 12th EVALUATION OF PRACTICE/ TERMINATION**

Staudt, M. (1997). Pseudoissues in practice evaluation: Impediments to responsible practice. *Social Work*, 42(1), 99-106. (Course pack)

Johnson & Yanca, Chapter 16: Termination

Ragg, Chapter 15: Maintaining Gains While Ending the Helping Relationship

SELF CARE NIGHT

Instructor and Student Guidelines for Classroom Discussions

The content of this course will be intellectually, personally, and emotionally challenging. In order to achieve the objectives of the course, the classroom environment must be a safe one where all can feel supported in discussing their thoughts and feelings, asking questions, and stating their opinions. It is equally important that all statements made are respectful and do not demean or humiliate any individual present or any group of people. The following guidelines for classroom discussions are adapted from materials written by the Center for Research on Women at the University of Memphis. We offer them here as a starting point for negotiating the ground rules we will adopt and agree to observe as a class to create a safe environment that will promote productive interaction.

1. Recognize that we are all at different stages of learning about and accepting the existence of prejudice and discrimination based on race, class, gender, sexual orientation, age, religion, physical and mental differences and other characteristics.
2. Acknowledge that all of us have learned misinformation about our own group and about members of other groups, whether we belong to a majority or minority group.
3. Agree not to blame others or ourselves for the misinformation we have learned in the past, but accept responsibility for not repeating misinformation after we have learned otherwise.
4. Assume that people—both those we study and those in this class—do the best they can.
5. Recognize that social workers identify with different cultural, political, and religious belief systems, and are free to practice their beliefs within the professional guidelines described by the NASW Code of Ethics.
6. Never demean, devalue, or in any way "put down" people for their experiences, backgrounds, or statements. This does not mean that you can't disagree, only that you must do so respectfully, and be prepared to clarify your statements with specific information, experiences, and/or examples.

The following are examples of statements that do and do not honor these guidelines.

Acceptable: I've thought about it a lot, and I really don't believe that gay men and lesbians should be allowed to marry and adopt children [because...]

Unacceptable: Gay lifestyles are totally immoral and inappropriate for children.

Acceptable: I have a hard time understanding how social workers can vote for Republicans who support policies like [give example] because [explain concern].

Unacceptable: I can't imagine that any social worker would vote for Republican candidates; Republicans only care about rich white men.

Acceptable: It doesn't seem fair that I have to wait until I'm financially secure to have kids, but mothers on welfare get my tax money to support their families and don't have to work.

Unacceptable: Women on welfare are just manipulating the system and having children to avoid working and get more money from the government.

Acceptable: My faith is important to me, and I don't know how my religious beliefs fit with what we're learning in class.

Unacceptable: I don't care what anyone associated with this class says; if my religion doesn't accept something (or some group of people), I don't accept it (or them) either.

Self Awareness Reflection

Many of those who are attracted to the helping professions have a strong desire to help others. Often this desire is based on their own life experiences and challenges, which in turn they hope to assist others to overcome. Even if this is not the case, all human beings have vulnerabilities as well as blind spots regarding their own personal issues and weaknesses.

Because social workers have so much potential impact on other peoples lives, it is imperative that they understand themselves and have as much insight as possible into their way of relating to other people and the world in general.

For these reasons, you will be asked to complete 2 self-awareness reflections. These will only be graded on a satisfactory/ unsatisfactory basis. All information will be confidential and only the instructor will have access to it. All papers should be about 3-5 pages.

Reflection #1 - Describe yourself and summarize your strengths and weaknesses as you currently see them. Explain any significant life events that have had a long lasting effect on you. How do you feel you have coped with these areas? Discuss the areas you struggle with the most personally now. How are you working to resolve or evolve through these areas? What do you anticipate being the hardest type of problem or client to work with? Do you have any ideas how to overcome this?

What client problem would you like to focus on in class to learn more about?

Reflection #2 - Describe your family of origin. Discuss the roles you took on in your family. What are the positive strengths you feel you got from your experiences in your family? What challenges have been passed on to you from your family of origin? What are the inter-generational patterns or cycles in your extended family of origin? How would you describe your current relationships with your family of origin? **Do you feel any of these issues will affect your practice? In what ways? How will you offset these effects?** Reflect on yourself and your family of origin using the theory you have chosen for your practice model paper. What insights does this theory give you about how you and your family function? Are there any ideas you can take from your theory and apply to yourself in your own growth process? Include a genogram and an ecomap.

Self-Care Nights

For two different classes, we will spend part of the evening learning about self-care. Since social work is such a personally demanding and potentially draining profession, it is very important for each of you to identify a self-care plan. Some options and ideas will be shared during these sessions.

Cultural Competence Project

Part I -Individual project

Mentoring

Choose a group that you work with or are interested in learning about. Identify a professional person from that group which you know or ask for help finding a contact person. Interview the person, attending to issues you would like answers to and which would make you a better social worker when dealing with this population. Ask this person if they would be willing to be your mentor related to being more culturally competent.

You may use some of your group time to discuss good types of questions to ask and strategies on how to approach your interview.

Write a 2-3 page paper on your experience and what information you gained.

Part II - Group Project

Each group will choose one of the following oppressed groups and learn more about them, specifically *gathering resources related to working with the particular group*. They will share their findings in a round table class presentation. Groups should present as a panel so each person participates. This will be graded S/U. There will be 8 groups made up of about 4 people each. Each group will have a different population (no duplicates). Make sure you answer this question – “*What do social workers need to know about this population?*”

African Americans

Asian Americans

Refugee Groups

Physically Challenged

Latinos/Latinas

Native Americans

Gays/Lesbians

The Elderly

Mentally Challenged

Jewish Americans

Arab-Americans

The Obese

PROBLEM SOLVING DISCUSSION

- 1) Define the problem
- 2) Describe the current knowledge about it
- 3) Identify preferred interventions
- 4) Pose remaining questions for discussion