

School of Social Work
North Hall
University of Iowa
Salome Raheim, Director
Iowa City Center

Instructor: Katy Tangenberg, Ph.D.
Office Address: 353 North Hall
Office Ph: 335-3270, Home Ph: 354-7780
Office Hours: By appointment
e-mail address: kathleen-tangenberg@uiowa.edu

COURSE OUTLINE SPRING 2003, SECTION 002

I. SOCIAL WORK PRACTICE WITH INDIVIDUALS, FAMILIES, AND GROUPS 42:150 (3 s.h.) Letter graded

- 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. 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.

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.

III. GOALS OF THE COURSE

1. Presents conceptual frameworks for direct social work practice with individuals, families, and groups.
2. Analyze the phases of the helping 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 would 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. To increase 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. aging, rural, Latino, Native American, refugee populations and ethnic groups common to Iowa).
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

1. Students 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. Students 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. Students 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. Students 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. Students 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. Students can demonstrate an understanding of the knowledge and skills needed to engage and intervene with culturally diverse client populations.

V. REQUIRED TEXTS

Kadushin, A. & Kadushin, G. (1997). *The social work interview: A guide for human service professionals* (4th ed.). New York: Columbia University Press.

Saleebey, D. (2002). *The strengths perspective in social work practice* (3rd ed.). Boston: Allyn & Bacon.

A course packet of additional required reading is also available via electronic reserves. To access electronic reserves, please go to <http://www.lib.uiowa.edu/disted>, click on **Social Work** where it says “Short cuts by subject” and then click “**Electronic reserves for social work**,” and then our course name and number. Let your instructor know if you encounter difficulties. Different course sections will be using different readings, so not all readings on-line are necessary for this section.

Recommended:

McInnis-Dittrich, K. (2002). *Social work with elders: A biopsychosocial approach to assessment and intervention*. Boston: Allyn & Bacon. **(required chapters on reserve in main office)**

VI. EVALUATION OF STUDENT PERFORMANCE

A. DESCRIPTION OF EVALUATION METHODS

1. EXPECTATIONS OF STUDENT PERFORMANCE

- a) Regular class attendance is required. Because class meets once per week for three hours, missing one class is equivalent to missing a week of classes! Only one excused absence is allowed. Class attendance will be taken in to consideration when assigning the final grade. After one absence from class, three points will be deducted from the student's final grade for each absence thereafter. Exceptions may be made for emergency circumstances.
- b) Completion of readings and class participation. While this course does not involve exams of course content, the readings and subsequent class discussion are essential to achieve the objectives of this course. Students are expected to complete all readings and actively participate in class discussion. Students are also expected to volunteer for role-play demonstrations in class.
- c) Assignments must be turned in on time at the beginning of the class, unless otherwise negotiated with the course instructor. Late assignments may be refused or, if accepted, 5 points will be deducted for each day the paper is late. Computer problems are **not** an acceptable excuse for a late paper.

2. EXPECTATIONS OF COURSE ASSIGNMENTS

a) Evaluation criteria. All assignments will be evaluated using the following criteria: 1) the extent to which the stated requirements are met; 2) clarity of organization and writing; and 3) appropriate application, analysis, and synthesis of course content. All written work must include citations, in APA Fifth edition, where appropriate, to avoid plagiarism. Papers without proper citations may be assigned a grade of “F.”

b) Final course grades will be computed as follows:

| | |
|---|------------|
| Cultural Competence Poster/Bibliography Project | 30 points |
| Practice Model Research Paper | 30 points |
| Assessment Paper | 40 points |
| TOTAL | 100 points |

B. GRADING PROCEDURES

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, pp. C-1 through C-6. For undergraduate students, academic misconduct will be reported to the Undergraduate Coordinator.

VIII. COURSE REQUIREMENTS

1. Cultural Competence Poster/Bibliography project. All students will participate in a poster session designed to enhance culturally competent social work practice. Students may work on the project individually or in groups of no more than 3 members. Students will be required to contact a practicing social worker in the community and discuss which aspects of diversity are most relevant to that worker's practice, and how the practitioner understands and practices cultural competence. Aspects of diversity may include gender, age, rural/urban, religion, race/ethnicity, sexual orientation, and/or ability status. Students will share the information learned through a poster presentation focusing on the social worker's practice setting (hospital, school, etc.) or a specific population about which the social worker has shared expertise (aging, GLBT, etc.) and prepare an annotated bibliography to be distributed as a resource to classmates. This assignment is worth **30 points**. The poster display will occur at the last class session on **May 8th**.
2. Practice Model Research Paper. Students will prepare a research paper on a practice model or treatment approach of interest to them. The paper will focus on the historical foundation and empirical base of the model, the focus of assessment, phases of the helping process, and role of the social worker using the model. A detailed outline for this paper will be distributed. The practice model paper is worth **30 points**. The paper is due **March 13th**.
3. Assessment Paper. Each student will prepare a detailed assessment and possible intervention plan for an individual featured in one of the following films: *Big Mama*, *The Trouble with*

Evan, or The Farmer's Wife. Recommendations for the intervention plan may reflect the model researched in the Practice Model Research Paper, along with any other practice strategies the student believes would be helpful. A detailed outline for this assessment paper will be distributed. This assessment paper is worth **40 points**. The paper is due **May 12th**.

IX. CLASS TOPICS AND CLASS SCHEDULE

January 23rd - COURSE INTRODUCTION/ HISTORY OF SOCIAL WORK/ ROLES AND RESPONSIBILITIES OF SOCIAL WORKERS

VIDEO: BIG MAMA

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

January 30th - THEORY AND KNOWLEDGE IN SOCIAL WORK PRACTICE/ CONCEPTUAL FRAMEWORKS FOR DIRECT SOCIAL WORK PRACTICE

VIDEO: THE TROUBLE WITH EVAN

Required readings:

Saleebey text: Chapters 1-2

Gowdy, E. A. (1994). From technical rationality to participating consciousness. *Social Work*, 39(4), 362-370.

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

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

February 6th - STRENGTHS AND EMPOWERMENT PERSPECTIVES

VIDEO: THE FARMER'S WIFE

Required readings:

Saleebey text: Chapters 5-10

February 13 - CULTURALLY COMPETENT PRACTICE

Required readings:

Kadushin & Kadushin text, Chapter 12: Cross-cultural interviewing.

Beckett, C. & Macey, M. (2001). Race, gender, and sexuality: The oppression of multiculturalism. *Women's Studies International Forum*, 24, 309-319.

Kliman, J. (1998). Social class as a relationship: Implications for family therapy. In M. McGoldrick

(Ed.), *Re-Visioning Family Therapy: Race, Culture, and Gender in Clinical Practice* (pp. 50-61).

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

February 20 - CONCEPTS OF INTERVIEWING AND COMMUNICATION/ VALUES AND ETHICS IN THE HELPING RELATIONSHIP

Required readings:

Kadushin & Kadushin text: Chapters 1-4.

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

Coady, N. F. (1993). The worker-client relationship revisited. *Families in Society*, 74(5), 291-298.

February 27 - INTERVIEWING AND ASSESSMENT I

Required readings:

Kadushin & Kadushin text: Chapters 5-7.

McInnis-Dittrich text on aging: Chapter 4 (all required chapters on reserve in main office).

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

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.

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

March 6th - No class meeting – Please use this time to work on class assignments

March 13th - INTERVIEWING AND ASSESSMENT II (Practice Model Paper due)**

Required readings:

Kadushin & Kadushin text: Chapters 8-11.

McInnis-Dittrich text on aging: Chapter 5 (on reserve in main office).

March 20th NO CLASS - SPRING BREAK

March 27th - INTERVENTION WITH INDIVIDUALS/ DISCUSSION OF PRACTICE MODELS

Required readings:

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

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

Israeli, A.L. & Santor, D.A. (2000). Reviewing effective components of feminist therapy. *Counseling Psychology Quarterly*, 13(3), 233-247.

Reid, W.J. (1997). Research on task-centered practice. *Social Work Research*, 21(3), 132-137.

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

Semmler, P.L. & Williams, C.B. (2000). Narrative therapy: A storied context for multicultural counseling. *Journal of Multicultural Counseling and Development*, 28(1), 51-60.

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.

Stalker, C.A., Levene, J.E., & Coady, N.F. (1999). Solution-focused brief therapy--one model fits all? *Families in Society*, 80(5), 468-477.

April 3rd - THE NATURE OF CHANGE/INTERVENTION, RESILIENCE**Required readings:**

Saleebey text: Chapters 12-14.

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.

Sirles, E. A. (1982). Client-counselor agreement on problem and change. *Social Casework*, 63, 348-353.

April 10th - INTERVENTION WITH FAMILIES**Required readings:**

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.

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

Mailick, M.D. & Vigilante, F.W. (1997). The Family Assessment Wheel: a social constructionist

perspective. *Families in Society*, 78(4), 361-369.

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.

April 17th INTERVENTIONS WITH INDIVIDUALS AND FAMILIES ON AGING-RELATED ISSUES

Required readings:

McInnis-Dittrich text: Chapters 6, 8, 11, 12 (on reserve in main office)

Kennedy, G.J. & Tanenbaum, S. (2000). Psychotherapy with older adults. *American Journal of Psychotherapy*, 54(3), 386-407.

Thursday, April 24th - INTERVENTION WITH GROUPS

Required readings:

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

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

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

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

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.

Wilson, S. & Stevens, B. (1999). Introduction to groups. Activities. *Adaptation & Aging*, 23(3), 135-137.

May 1st – COMPLEMENTARY/ALTERNATIVE INTERVENTIONS, CLOSURE ISSUES

Required readings:

Kadushin & Kadushin text: Chapter 14

McInnis-Dittrich text: Chapter 7

Saleebey text: Chapters 3, 4, and 15

Cohen, S.O. & Walco, G.A. (1999). Dance/movement therapy for children and adolescents with cancer. *Cancer Practice*, 7(1), 34-42.

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

May 8th - POSTER SESSION

No required readings

May 12th - *ASSESSMENT PAPER DUE**

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 for all to participate. Therefore, it is important that all members of the class are free to discuss their thoughts and feelings, ask questions, and state 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. Acknowledge that prejudice and discrimination based on race, class, gender, sexual orientation, age, religion, physical and mental differences and other characteristics exist.
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 ourselves or others 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. 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.

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

Acceptable: I really disagree with you. It makes me angry when I hear people say that feminism is responsible for the decline of the family. [elaborate why...]

Unacceptable: You sexist pig! I can't believe anyone would say anything so stupid.

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

Unacceptable: Gays are disgusting. If you're gay you shouldn't hang around influencing kids.

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: People on welfare are just plain lazy...all the time driving Cadillacs and buying drugs with their welfare money.