

**University of North Carolina at Greensboro**

**Course Syllabus HDF, PSY, SWK, RPT 681**

**Family-Centered Interdisciplinary Practice: System of Care  
Spring 2003, Revision (1-31-03)**

Thursday, 6:00-8:50 p.m.  
402 Graham Building

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**I. Course Description**

Human services are rapidly undergoing a transformation to a System of Care with an integrated, seamless delivery system, requiring collaborative partnerships with professionals and family members. The Systems of Care are based upon core values and principles that infuse all aspects of service planning and delivery. These values and principles include: (1) a family-centered approach; (2) strengths-based approach to effective helping; (3) full partnerships with families and professionals; (4) community-based services, both formal and informal; (5) culturally responsive services; (6) interagency collaboration that focuses on wrapping services around the child and family that include nursing, social work, psychology, child development, public health, education, recreation, and mental health. Using services for children at-risk as examples, this approach will prepare professionals to work in partnership with families and to participate in interdisciplinary teams in a variety of settings, serving children and their families.

## **II. Course Objectives**

Upon completion of this course the student should be able to:

1. Utilize a system of care approach to wrap services around clients and families.
2. Demonstrate how the provision of culturally competent care impacts clients and families.
3. Analyze how a strengths-based approach to clients, families, and organizations ultimately impacts service delivery to clients and families.
4. Collaborate with persons from a variety of disciplines when planning care for clients and families.
5. Examine theories related to systems and change as a basis for the understanding of family dynamics.
6. Develop communication and conflict resolution skills to be an effective helper.
7. Utilize reflection and self-analysis to enhance critical thinking, insight and empathy when working with families and their children at risk.
8. Develop a comprehensive view of a community and the agencies available to children and families.

In addition to the above objectives, graduate students should be able to:

1. Articulate the differences between traditional and participatory research
2. Demonstrate parent/client inclusion through participatory research
3. Demonstrate question formulation through participatory research

## **III. Texts**

- Stroul, B. A. (1996). Children's Mental Health: Creating Systems of Care in a Changing Society. Baltimore: Paul H. Brookes.
- Dean, C. (1997). Empowerment Skills for Family Workers: A Handbook. New York: Cornell University Press.
- Course References Listed Online: Readings from related journals

## **IV. Pre-requisite Course Experience**

It is the expectation that all students will have exposure to System of Care through departmental courses prior to enrollment.

## **V. Course Requirements**

Through readings, class discussion, class presentations and the development of a portfolio, students will develop competencies in System of Care delivery. Instructional format will include participation with family members in small groups and classroom discussions on interdisciplinary team practice.

**Performance will be evaluated on the following activities:**

**Professional Involvement**

Students are expected to conduct themselves professionally. This assumes that students will:

- Arrive to class on time
- Arrive prepared with readings and assignments completed
- Attend all classes
- Remain attentive during class
- Demonstrate a commitment to learning
- Participate in class discussions
- Take responsibility for one's learning
- Turn in assignments that are typed, with proper grammar, and free of typographical or spelling errors
- Turn off all cell phones and all audible beepers

**Assignments for Graduate students:**

**Journal**

Students will keep a research journal during the participatory research project. The purpose of the journal is to record reactions, thoughts and feelings as students are learning the research process and when they interview siblings and parents. All individual and group interview and meetings will have an entry in the journal.

**Examination**

During the exam period, students will be given an exam on the basic principles of systems of care delivery model covered during the semester. This will ensure that all students, regardless of discipline, can demonstrate understanding of the basic philosophical principles inherent in this model of service delivery.

**Participatory Research Proposal**

Graduate students will work in groups to produce a research proposal using a participatory research approach. Proposal will include 1) a statement of the issue, 2) review of the relevant literature, 3) research questions, and 4) proposed methodology. Students will present their proposal orally before the entire class as well as hand in a written proposal. An outline of this assignment will be distributed in class.

**Creative Project**

A creative presentation can be any means (art, music, drama, dance, crafts, etc.) that portrays your understanding of system of care, your growth over the course, etc.

**Grading:**

Professional Involvement	10 points
Journal	50 points
Participatory Research Proposal	50 points
Take Home Final exam	<u>50 points</u>
	160 points

**Grading Scale:**

**A** 144-160 points  
**B** 128-143 points  
**C** 112-127 points  
**D** 96-111 points  
**F** 95-below

**VI. Course Outline**

**Week One (1/16/03)**

Lecture Topics

**Introduction to Course**

- Effective Models of Quality Care
- Philosophy and Values of System of Care
- Systems Theory

Instructors & Facilitators

J. Claes, S. Shoffner, M. Arbuckle, S. Kurtts, F. Douglas, L. Jones

Reading Assignment

- Stroul, Chapters 1 & 4
- E-Reserve Articles
  - Vandenberg & Grealish (1996) Individual services and support through the wraparound process
  - Handron et al (1998) “Wrap Around”: The wave of the future
  - Stroul (2002) Issue Brief: Systems of Care: A framework for system reform in children’s mental health
  - Duckworth (2001) Wraparound services for young school children

**Week Two (1/23/03) (Snow, classes cancelled)**

Lecture Topics

- **Welfare Simulation**

Instructors:

Class instructors and family facilitators with additional assistants

Reading Assignment

- Stroul, Chapters 3 & 20

**Week Three (1/30/03) Graduate Students (meet in Graham Room 404)**

Lecture Topics

- **Participatory action research**
  - Definition & philosophy
  - Process
  - Dealing with power issues

Instructors & Facilitators:

J. Claes, L. Jones

Reading Assignment

- Stroul, Chapter 19
- E-Reserve Articles
  - Frisby, Crawford & Dorer (1997) Reflections on participatory action research

- Mason & Boutilier (1996) The challenge of genuine power sharing in participatory research
- Greenwood & Levin (1998) Action research, diversity & democracy
- Stoep, Williams, Jones, Green & Trupin (1999). Families as full research partners: what's in it for us?
- Turnbull, Friesen, Ramirez (1998) Participatory action research as a model for conducting family research

#### **Week Four (2/6/03)**

##### Lecture Topics

##### **Cultural Competence**

##### Instructors & Facilitators

J. Claes, F. Douglas

##### Reading Assignment

- Stroul, Chapter 2
- Dean, Module 5
- McIntosh (1998) White Privilege and Male Privilege
- Lynch (1992) Developing Cross-Cultural Competence
- Hernandez (1999) Perspectives on cultural competence: systems of care
- Pinderhughes (2000) Difference and power in therapeutic practice
- Dilworth-Anderson (1992) Extended kin networks of Black families
- Sudarkasa (1993) Female-headed African American households
- Oriti, et al. (1996) Family-centered practice with racially/ethnically mixed families

#### **Week Five (2/13/03)**

##### Lecture Topics

- **Applications of System of Care**
  - Application of SOC in the schools
  - Barriers to application of SOC in schools
  - Family/Student Process Group on cultural competence and trip to DSS

##### Instructors & Facilitators

S. Kurtts, F. Douglas, L. Jones

##### Reading Assignment

- Stroul, Chapters 23
- E-Reserve Articles
  - Ogletree, Bull, Drew & Lunnen (2001) Team-Based service delivery for students with disabilities: Practice options and guidelines for success.
  - Walther-Thomas, Bryant & Land (1996) Planning for effective co-teaching: The key to successful inclusion.
  - Pruslow (2001) A comparative cost and utility analysis of three models of service delivery for special needs students.
  - Eber & Nelson (1997) School-based wraparound planning: Integrating services for students with emotional and behavioral needs
  - Bickman, Pizarro, Warner, Rosenthal & Weist (1998) Family involvement in expanded school mental health (Read abstract, method, & discussion)

## **Week Six (2/20/03) Graduate Students (meet in Graham Room 404)**

### Lecture Topics

- **Doing Participatory Action Research**
  - Choosing your topic
  - Accessing the population
  - Formulating questions

### Instructors & Facilitators

J. Claes, L. Jones

### Reading Assignment

- E-Reserve Articles
  - Benner & Tanner (1996) Background and method. In Expertise in nursing practice; caring, clinical judgment and ethics
  - Benner & Tanner (1996) Background questions for interviews and observation. In Expertise in nursing practice; caring, clinical judgment and ethics
  - Lincoln (1995) Emerging criteria for quality in qualitative and interpretive research.
  - Poland (1995) Transcription quality as aspect of rigor in qualitative research.
  - Carmack (1997) Balancing engagement and detachment in caregiving
  - Dunst & Trivette ( ) Enablement and empowerment perspective of case management

## **Week Seven (2/27/03)**

### Lecture Topics

- **Full Partnerships with Families and Professionals**
  - Mutually Respectful Relationships
  - Empowerment
  - Children's Youth Panel
  - Family/ Student Process Group

### Instructors & Facilitators

M. Arbuckle, S. Shoffner, L. Jones

### Reading Assignment

- Stroul, Chapters 22
- Dean, Module 3
- E-Reserve Articles
  - Friesen & Osher (1996) Involving families in change
  - Schene (2001) Meeting each family's needs: Using differential response in reports of child abuse and neglect
  - Spencer (1998) System of care facilitators role
  - Heller & McKlindon (1996) Families as faculty

## **Week Eight (3/6/03)**

### Topics

- **Poverty Simulation** (Arbuckle, et al. organize)

### Instructors

Class instructors and family facilitators with additional assistants

### Reading Assignment

Stroul, Chapters 3 & 20

**Week Nine (3/13/03)**

**SPRING BREAK -- NO CLASS**

**Week Ten (3/20/03)**

Lecture Topics

- **Evaluation**
  - Empirical Support of Application of Treatment Modalities
  - Outcomes for Children and Families
  - Sibling Panel
  - Family Student Process Group

Instructors & Facilitators

K. Rogers, L. Jones

Reading Assignment

- Stroul, Chapters 17 & 18
- E-Reserve Articles
  - Epstein (1998) Assessing the Emotional and Behavioral Strengths of Children
  - Overview of the National CMHS Evaluation
  - Bickman, Noser & Summerfelt (1999) Long-term effects of system of care on children and adolescents

**Week Eleven (3/27/03)**

Lecture Topics

- **Innovative Service Delivery-Recreation Therapy**
- Child / Family Team Demonstration Meeting

Instructors & Facilitators

S. Schleien, F. Douglas

Reading Assignment

- Dean, Module 9
- E-Reserve Articles
  - Schleien, Ray, & Green (1997) Community recreation and people with disabilities.
  - Corrigan & Bishop (1997) Creating family centered integrated service systems
  - Anderson (1993) Teams: Group process success and barriers

**Week Twelve (4/3/03)**

Lecture Topics

- **Collaboration**
- Family/Student Process Group/Family Team Meetings

Instructors & Facilitators

M. Arbuckle, S. Godfried, F. Douglas, Community Panel

Reading Assignment

- Stroul, Chapter 24
- E-Reserve Articles
  - Harris (1997) Social work education and public human services partnerships: A technical assistance document

**Week Thirteen (4/10/03)**

Topics

- **Full Partnerships with Families and Professionals**
- Building Partnerships in Program Development, Policy and Evaluation
- Families as Partners

Instructors & Facilitators

F. Douglas, L. Jones

Reading Assignment

- Stroul, Chapter 21
- E-Reserve Articles
  - Spencer (1998) Family as faculty
  - Leviton, et al (1992) The family-centered consultation model
  - Osher (2001) Family participation in evaluating systems of care: Family, research and service system

**Week Fourteen (4/17/03) Spring Holiday**

**Week Fifteen (4/24/03) (Undergraduate and graduate students meet in Room 404)**

Presentation of Creative Projects (all students)

Presentation of Participatory Research Projects (graduate students)

Course evaluation

**Week Sixteen (5/1/03) In-class Final Exam**