

**The University of Texas at Austin  
School of Social Work**

**Course Number: SW 395K  
Unique Number: 6344  
Semester: Spring 2012  
Phone Hrs: by appointment**

**Instructor: Roberta R. Greene, Ph.D.  
Phone: 512-791-1335**

**SW: 395K Clinical Intervention with Intergenerational Families Giving Care**

**I. Course Description**

This course presents an intergenerational model of social work practice originally designed to work with older adults and their families. The model, an integrated theoretical framework based on an ecological-systems approach, is extended to address other challenges facing the postmodern family such as grandparents caring for grandchildren and partners caring for their partners with HIV/AIDS. Families of diverse forms are understood as a set of reciprocal roles and as a developmental unit mobilized to give care. Assessment and intervention strategies are also presented.

**II. Course Objectives**

At the end of the course, students should be able to

- Demonstrate a knowledge of the ecological-systems approach as a means of working with families
- Understand life challenges and stressors facing the postmodern family
- Identify and assess the factors that may contribute to families being at-risk and how to redress them by promoting resilience.
- Understand how culture effects a family's choice of coping strategies
- Critique empirically-based family-focused research
- Define, design, and implement a range of family and community-based interventions that can be used differentially in field education with diverse family forms.

**III. Teaching Methods**

This course is designed to integrate weekly assignments and interactive chats (discussions) online as the primary teaching methodology. Students are expected to demonstrate theoretical knowledge of human development and to incorporate this

knowledge into written assignments and discussion as opportunities arise. **All assignments are submitted electronically on Blackboard on the Friday of the designated week.**

#### **IV. Required Text and Materials**

##### **Required text**

Greene, R. R. (2000/ new edition in press). *Social work with the aged and their families*. New York: Aldine De Gruyter.

##### **Optional Text**

Greene, R. R. (2006). *Contemporary issues of care*. New York: Haworth Press. This book contains a CD and Workbook.

##### **The course packet contains assigned readings.**

Carter, B. & McGoldrick, M. (1999). Overview: The expanded family life cycle. In B. Carter & M. McGoldrick (3<sup>rd</sup> ed.), *The expanded family life cycle: Individual, family, and social perspectives* (pp.1-26). Boston: Allyn & Bacon.

Greene, R. R. (2002). Human behavior theory: A resilience orientation. In R. R. Greene (Eds.), *Resiliency theory: An integrated framework for practice, research, and policy* (pp.1-27). Washington, DC: NASW Press.

Greene, R. R. (1999). Ecological perspective. In R. R. Greene *Human behavior and social work practice* (pp. 259-300). New York: Aldine De Gruyter.

Greene, R. R. (1999). Systems theory. In R. R. Greene, *Human behavior and social work practice* (pp. 215-249). New York: Aldine De Gruyter.

Greene, R. R., & Conrad, A. P. (2002). Basic assumptions and terms. In R. R. Greene (Eds.), *Resiliency theory: An integrated framework for practice, research, and policy* (pp.29-62). Washington, DC: NASW Press.

Greene, R. R., & Livingston, N. C. (2002). A social construct. In R. R. Greene (Eds.), *Resiliency theory: An integrated framework for practice, research, and policy* (pp.63-93). Washington, DC: NASW Press.

Greene, R. R., Watkins, M., Evans, M., David, V., & Clark, E. J. (2003). Defining diversity: A practitioner survey. *Arête*, 27(1), 51-71.

Walsh, F. (1998). Practice principles and guidelines. In F. Walsh, *Strengthening family*

*resilience* (pp. 131-169). New York: Guilford.

**V. Course Assignments: All assignments are turned in electronically via Blackboard on the Friday of the designated week.**

1. Mid-term Exam	20%
2. Final Exam	19%
3. Workbook assignments	21%
4. Final Paper	20%
5. Participation	10%

**Exams and papers** are distributed and returned electronically via Blackboard. Dates of the exams and final papers are on the calendar below. Exam questions are posted the week before the test. Texts and readings may be consulted during exams and must be referenced APA style.

**Workbook assignments** are also discussed on your CD and can be further discussed with your professor via E-mail. There are 7 Workbook assignments that are turned in. Each should be turned in electronically via Blackboard in the week assigned. Each is worth 7 points. These assignments also appear at the end of your syllabi so you can work in WORD.

**Participation** is based on web based activity over 15 weeks. Each full chat is worth 3.3 points. **Chats will be based on posted questions. Answers will be submitted electronically via Blackboard.**

**VI. Course Policies**

Attendance at web-based discussions are required and students are expected to take responsibility for informing the instructor of emergencies. Students are also expected to be prepared and to participate actively and with courtesy.

This class maintains a course site on Blackboard. Students can access the class page by internet at <http://courses.utexas.edu> or UT Direct. Announcements, course documents, and examinations will be online. Students are expected to maintain a current e-mail address and submit their work electronically via Blackboard. Students without a personal computer should use the Learning Resource Center, or other campus facilities. If there are special circumstances or restricted information needs, please inform the instructor.

Assignments received late (and not contracted with the instructor beforehand) will have 5 points deducted for each date the assignment is late.

The School of Social Work expects all written assignments to be submitted in APA style as included in the Publication Manual of the American Psychological Association, 5th edition. Manuals are on reserve in the LRC.

Students are expected to conform to the rules of scholastic honesty as outlined in the General Information Bulletin of the University of Texas-Austin. Students and the instructor will also be expected to behave ethically and adhere to the NASW Code of Ethics.

As part of professional social work education, students may have assignments that involve working in agency setting and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.

Students who have special needs or challenges should let the instructor know what may hinder class performance. Students with documented physical or cognitive need for academic accommodations should contact the Services for Students with Disabilities, Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY) as soon as possible.

Students are expected to attend to possible changes in dates of assignments (based on class consensus), and to obtain notes when not on line in emergencies. Opportunity to provide opinions about class assignments and organization will be provided.

**Web-based Weekly Calendar Spring 2008**  
**January – May 2008**

Each week of the semester is listed starting with Monday. Three required CHATS will be held Monday-Friday depending on students' and the professor's schedule. We will arrange these in advance.

<b>WEEK</b>	<b>TOPIC</b>	<b>WOKRBOOK Assignment/Activity</b>	<b>READING &amp; REFLECTION</b>	<b>STUDY QUESTION</b>
<b>Week 1.</b> <b>January</b> <b>19-22</b>	Orientation	None	None	1. Why did you take this course? 2. What do you hope to learn?
<b>Week 2.</b> <b>January</b> <b>25-29</b>	Self-Awareness & Cultural Sensitivity	1. Cowger (1994) Client Strengths 2. Ho (1991) Ethnic Sensitive Inventory (Workbook Tables 1,2 also in the syllabus)	Greene et al (2003) Defining diversity	What did you learn about yourself by taking these inventories?
<b>Week 3.</b> <b>February</b> <b>1-5</b>	Introduction FAM	None	Greene (2000) <i>Social work with the aged and their families</i> Chapter 1 & 2  Greene (2006) Contemporary issues of care Chapter 1	1. What are the elements of the FAM approach? 2 What theoretical concepts do you need to know?
<b>Week 4.</b> <b>February</b> <b>8-12</b>	Theoretical Models	Choose a school of thought you would like to pursue.  (Workbook Table 4 also in the syllabus)	Greene (1999) Systems theory and (Greene (1999) Ecological theory.	1. Why did you choose a school of thought from Table 4 in your workbook? 2. How will it help you better understand your caregiving family?
<b>Week 5.</b> <b>February</b> <b>15-19</b>	Theoretical Model	Rak & Patterson (1996) Resiliency Questionnaire  ( Workbook Table 3 also in the syllabus)	Greene (2002) Human behavior theory: A resilience orientation  Greene & Conrad (2002) Greene & Livingston (2002)	1. Consider your own resilience, and take the self-inventory. Submit your brief answers.  2. How do systems theory and the ecological perspective contribute to the understanding of caregiving situations?
<b>Week 6.</b> <b>February</b> <b>22-26</b>	Review  REQUIRED CHAT	None	None	Submit 3 questions for review.

<b>Week 7.</b> <b>March 1-5</b>	Midterm Exam			
<b>Week 8.</b> <b>March 8-12</b>	Feedback & consultation on interviews  REQUIRED CHAT	None	None	Have your questions ready about how to conduct and write up your interview. Submit them.
<b>Week 9.</b> <b>Spring break</b>				
<b>Week 10.</b> <b>March 22-26</b>	Individual Assessment Functional-age	Select questions you will cover in your interview.  ( Workbook Tables 5,6,7,8) also in the syllabus	Greene (2000) Social work with the aged and their families. Chapters 3, 4, & 5	Provide a list of questions you chose for your interview.
<b>Week 11.</b> <b>March 29-4-2</b>	Family Assessment  Development and Roles	none	Greene (2000) Social work with the aged and their families. Chapters 6 & 7	What will you ask your caregiving family about their development and caregiving role?
<b>Week 12.</b> <b>April 5-9</b>	Intervention & Case planning: Putting the Model Together	Complete the Ecomap for the family caregiver you are interviewing.  ( Workbook Figure 3 also in the syllabus)  Flow of stress through the family by Carter & McGoldrick  (Workbook Figure 4 also in your syllabus)	Greene (2000) Social work with the aged and their families. Chapters 8 & 9  Carter & McGoldrick (1999)	Answer the assignment questions about horizontal & vertical stressors and submit electronically
<b>Week 13.</b> <b>April 12-16</b>	Interventions & Conducting the Interview  REQUIRED CHAT	Definitions of well-being  (Workbook Table 9 also on your syllabus)  Refer to the Five continua of care in your Workbook p. 373	Chapters 8 & 9 continue	1. Use Table 9 to rate your perceptions of the caregiver's well-being. 2. Be prepared to discuss your caregiving family needs along the Five continua of care.
<b>Week 14.</b> <b>April 19-23</b>	Final paper			Final paper and abstract due via Blackboard
<b>Week 15.</b>	Course Review			Submit 3 questions for review

<b>April 26-30</b>				
------------------------	--	--	--	--

Selections repeated from your Workbook to guide you in your assignments. See Workbook for information.

**SUBMIT WEEK 2**

**TABLE 1**  
**To What Extent Do I Assess Client Strengths?**

*Using a Likert scale, answer the following questions about your approach to social work practice. **BOLD THE NUMBER REPRESENTING YOUR ANSWER.***

**When I meet with a client, I**

1. give preeminence to client's understanding of the facts.

Low 1            2                    3                    4                    5 High

2. believe the client.

Low 1            2                    3                    4                    5 High

3. discover what the client wants.

Low 1            2                    3                    4                    5 High

4. move the assessment towards personal and environmental strengths.

Low 1            2                    3                    4                    5 High

5. make the assessment of strengths multidimensional.

Low 1            2                    3                    4                    5 High

6. use the assessment to discover uniqueness.

Low 1            2                    3                    4                    5 High

7. use language the client can understand.

Low 1            2                    3                    4                    5 High

8. make assessment a joint activity between social worker and client.

Low 1            2                    3                    4                    5 High

9. reach a mutual agreement on the assessment.

Low 1            2                    3                    4                    5 High

10. avoid blame and blaming.

Low 1            2                    3                    4                    5 High

11. avoid cause-and-effect thinking.

Low 1            2                    3                    4                    5 High

12. assess do not diagnose.

Low 1            2                    3                    4                    5 High



**SUBMIT WEEK 2**

**TO BE USED IN WEEK 2 TO ANSWER THE STUDY QUESTION. SELECT 3-5 OF THE ETHNIC-SENSITIVE PRINCIPLES AND DISCUSS WHAT THEY MEAN TO YOU IN YOUR OWN PRACTICE.**

**TABLE 2**  
**Ethnic-Sensitive Inventory**

---

**In working with ethnic minority clients, I**

- realize that my own ethnic and class background may influence my effectiveness.
- make an effort to assure privacy and/or anonymity.
- am aware of the systematic sources (racism, poverty, and prejudice) of their problems.
- am against speedy contracting unless initiated by them.
- assist them to understand whether the problem is of an individual or a collective nature.
- am able to engage them in identifying major progress that has taken place.
- consider it an obligation to familiarize myself with their culture, history, and other ethnically related responses to the problems.
- am able to understand and “tune in” to the meaning of their ethnic dispositions, behaviors, and experiences.
- can identify the links between systematic problems and individual concerns.
  - am against highly focused efforts to suggest behavioral change or sensitivity.
  - am aware that some techniques are too threatening to them.
  - am able at the termination phase to help them consider alternative sources of support.
  - am sensitive to their fears of racism or prejudiced orientations.
  - am able to move more slowly in the effort to actively “reach for feelings.”
- consider the implications of what is being suggested in relation to each client’s ethnic reality (unique dispositions, behaviors, and experiences).
- clearly delineate agency functions and respectfully inform clients of my professional expectations of them.
  - am aware that lack of progress may be related to ethnicity.
  - am able to understand that the worker-client relationship may last a long time.
  - am able to explain clearly the nature of the interview.
  - am respectful of their definition of the problem to be solved.
  - am able to specify the problem in practical concrete terms.
  - am sensitive to treatment goals consonant to their culture.
  - am able to mobilize social and extend family networks.
  - am sensitive to the client’s premature termination of service.

---

Ho (1991). Use of Ethnic-Sensitive Inventory (ESI) to enhance practitioner skills with minority clients. *Journal of Multicultural Social Work, 1*(1), 60-61.

## SUBMIT WEEK 4

USE THIS TABLE AND READINGS TO DISCUSS YOUR CHOSEN SCHOOL OF THOUGHT.

**TABLE 4**  
**Premises of Schools of Thought Relevant to Risk and Resilience Theory**

---

### **Psychodynamic**

1. The ego governs the personality and distinguishes reality.
2. The ego identifies possible courses of action and anticipates consequences.
3. Anxiety is experienced as ever-present state of tension. Reality anxiety is a fear of danger proportionate to a real-world threat.
4. Defenses protect the individual. Denial is a defense mechanism used to ward off threatening aspects of reality.
5. Behavior is driven by unconscious motives that are revealed during therapy.
6. During difficult times, the ego may revert to earlier, more child-like adaptive patterns. Helping professionals time their interventions so the client can return to a sense of competence.

### **Existential**

1. People are not victims of circumstances; rather they have the freedom to choose what they want to be.
2. As people make choices, they grow.
3. To be adaptive, people need a reason to live. That is, they develop meaning.
4. People must learn to accept themselves to relate to and love others. Helping others in community efforts validates the self.
5. People's thoughts and behavior are not fixed. People may not be able to change an event, but they can change what they think about it.
6. Practitioner's help clients consider and initiate new choices.

### **Cognitive**

1. People's emotions are based on how they think about themselves.
2. Most people have irrational or erroneous conceptions about themselves and their social situation.
3. People can overcome irrational beliefs and self-defeating patterns of behavior.
4. Practitioners facilitate a cognitive process that identifies and challenges misconceptions.
5. Helping strategies are primarily educational.

6. The purpose of intervention is to help the client develop cognitive tools that foster their sense of mastery and control.

### **Systems**

1. Systemic interventions focus on group membership and affiliations.
2. Family and community systems have the ability to adapt to stress.
3. Adaptability rests on a systems' organizational and communication patterns.
4. Belief systems influence the capacity to maintain continuity and tolerate change.
5. Practitioners foster positive group organization and communication patterns.
6. Family members have the ability to transform and explore alternative solutions.

### **Ecological**

1. Stress is brought about when people believe they have inadequate internal and external resources to meet environmental demands.
2. When people perceive stress, they engage in a coping process.
3. Stress can be reduced by improving the level of person-environment fit; this involves a change in people's behaviors, perceptions, and environmental response.
4. Social systems also play an important role in enhancing person-environment fit.
5. The practitioner can help clients manage stressors by reinforcing client's natural problem-solving skills, optimism, and resilience.

### **Social Constructivism**

1. This approach assumes that there are no universal truths or singular reality. Rather, knowledge is created through interaction at the local level.
2. Constructivists provide a safe environment in which individuals and families explore their own meaning of events.
3. Reflective questions help clients construct and reconstruct their sense of self.
4. Clients are asked to externalize their problem or view themselves as "free" from a difficulty, developing alternative understandings and solutions.
5. Clients may choose not to accept negative attributions, such as racism or victimization.
6. Language and culture is the vehicle for the exchange of ideas and meaning.
7. By creating new meaning, individuals and communities can overcome life challenges.

### **Narrative**

1. People are proactive and self-organizing.
2. People's behavior is shaped by the meaning they give to events.
3. As people create meaning in interaction with others, they develop a life story.

4. A person's life story contains information about how they have met life's critical events. The story gives life coherence and continuity.
5. If a story is problem-saturated, the client can be helped to re-author it and discover alternative solutions.
6. Practitioners aim to broaden the client's view of reality and find alternative ways to overcome an impasse.

**Solution-focused**

1. The focus of therapy is to create future solution.
2. Practitioners explore what the client hopes to achieve by going step by step to find positive solutions.
3. Client-social worker conversation helps the client gain control by imagining a positive self-chosen direction.
4. Practitioners help clients explore alternative ways of gradually achieving success.

---

From: Corey, G. (2001). Theory and practice of counseling and psychotherapy (6<sup>th</sup> Ed.). Belmont, CA: Brooks/Cole.

Greene, R. R. (1999). Human Behavior theory and social work practice (2<sup>nd</sup> Ed.). New York: Aldine De Gruyter.

Turner, F. (1996). Social work treatment (4<sup>th</sup> Ed.). New York: Free Press.

**SUBMIT WEEK 5**

**BRIEFLY ANSWER THESE QUESTIONS ABOUT YOURSELF REGARDING YOUR RESILIENCE. PROVIDE YOUR BRIEF SELF-ASSESSMENT OF THESE QUESTIONS.**

**TABLE 3**  
**A Resiliency Questionnaire**

---

1. What is your position in the family? Oldest? Youngest? Middle? Oldest girl? Oldest boy?
2. Do you have any memories or recollections about what your mother or father said about you as a young baby? Or anyone else?
3. Did anyone ever tell you about how well you ate and slept as a baby?
4. Do members of your family and friends usually seem happy to see you and to spend time with you?
5. Do you feel like you are a helpful person to others? Does anyone in your family expect you to be helpful?
6. Do you consider yourself a happy and hopeful (optimistic) person even when life becomes difficult?
7. Tell me about some times when you overcame problems or stresses in your life. How do you feel about them now?
8. Do you think of yourself as awake and alert most of the time? Do others see you that way also?
9. Do you like to try new life experiences?
10. Tell me about some plans and goals you have for yourself over the next year. Three years. Five years.
11. When you are in a stressful, pressure-filled situation, do you feel confident that you will work it out or do you feel depressed and hopeless?
12. What was the age of your mother when you were born? Your father?
13. How many children are in your family? How many years are there between children in your family?
14. What do you remember, if anything, about how you were cared for when you were little by mom and dad?
15. When you were growing up, were there rules and expectations in your home? What were some?
16. Did any of your brothers or sisters help raise you? What do you remember about this?
17. When you felt upset or in trouble, to whom in your family did you turn for help? Whom outside the family?
18. From whom did you learn about the values and beliefs of your family?
19. Do you feel it is your responsibility to help others? Help your community?
20. Do you feel that you understand yourself?
21. Do you like yourself? Today? Yesterday? Last year?
22. What skills do you rely on to cope when you are under stress?
23. Tell me about a time when you were helpful to others.
24. Do you see yourself as a confident person? Even when stressed?
25. What are your feelings about this interview with me?

---

Rak, C. & Patterson, L. (1996). *Journal of Counseling & Development*, 74, 360-368.

**SUBMIT WEEK 10 (ALL TABLES 5-8)**

**USE TABLES 5-8 TO ASSESS YOUR CAREGIVING FAMILY. SELECTION QUESTIONS YOU WILL COVER IN YOUR INTERVIEW. PROVIDE A LIST.**

**Table 5  
Framework for Biological-Age Assessment**

---

**I. Common Physical Symptoms**

Pain  
Fatigue  
Shortness of breath  
Swelling of ankles  
Change in skin-pallor  
Constipation-diarrhea  
Incontinence or bladder problems  
Bowel control  
Fainting, dizziness  
Bleeding  
Other (client's self-report)

**II. Physical Limitations**

Hearing loss-hearing aid  
Vision loss-glasses, cataracts, glaucoma  
Dentures  
Gait-cane, walker, wheelchair  
Prosthetic devices  
Posture

**III. Cognitive Ability, Judgment, and Communication**

Use of telephone  
Knowledge of news events  
Financial management  
Memory  
Intellect  
Orientation: use of calendar, appointments

**IV. Medical Regimes**

General medical history  
Chronic illnesses  
Acute illnesses  
Prescription drugs and over-the-counter drugs (e.g., laxatives, aspirin)  
Special diets: low-sodium, low-sugar, low-fat, low-cholesterol

**V. Daily Living Habits**

Alcohol and drug use

Water intake

General nutritional requirements, vitamins, and protein

Eating and self-feeding skills and general appetite

Grooming: shaving, hair, teeth, nails, skin, clothes

Bathing/washing

Caffeine use

Smoking

Exercise/activity: regular, exertion level

Sleep patterns: difficulties, naps, average number of hours, sleeping pills, day-night reversals, insomnia

Sexual activities: desires, changes, outlets

**VI. Mobility and Safety**

General speed of motion

Home environment (manipulation of) lighting, stairs, bathtub, locations of toilet and bedroom

Architectural barriers: accessing ramps, curbs

Ability to handle emergencies: fire, medical

Safety: lighting, security of carpets

**VII. Home Management**

Housecleaning

Kitchen activities: e.g., open cans and meal preparation

Ability to shop for groceries

---

Greene, R. R. (2002). Social Work with the Aged and their Families. New York: Aldine De Gruyter.

**SUBMIT WEEK 10 (ALL TABLES 5-8)**

**TABLE 6**  
**Person-in-Environment System Coping Index**

- Outstanding coping skills: The client's ability to solve problems; to act independently; and to use ego strength, insight, and intellectual ability to cope with difficult situations is exceptional.
  
- Above-average coping skills: The client's ability to solve problems; to act independently; and to use ego strength, insight, and intellectual ability to cope with difficult situations is more than would be expected in the average person.
  
- Adequate coping skills: The client is able to solve problems; can act independently; and has adequate ego strength, insight, and intellectual ability.
  
- Somewhat adequate coping skills: The client has fair problem solving ability, but has major difficulties in solving the presenting problems; acting independently; and using ego strength, insight, and intellectual ability.
  
- Inadequate coping skills: The client has some ability to solve problems but it is insufficient to solve the presenting problems; the client shows poor ability to act independently; and the client has minimal ego strength, insight, and intellectual ability.
  
- No coping skills: The client shows little or no ability to solve problems; lacks the capacity to act independently; and has insufficient ego strength, insight, and intellectual ability.

---

Karls & Wandrei (1994) Person-in-Environment System. Washington, DC: NASW Press, (p. 33)



**SUBMIT WEEK 10 (ALL TABLES 5-8)**

**TABLE 7**  
**Framework for Social Relationship Assessment**

---

1. Is there any one person you feel close to, whom you trust and confide in, without whom it is hard to image life? Is there any one else you feel very close to?
2. Are there other people to whom you feel not quite that close but who are not still important to you?
3. For each person named in (1) and (2) above, obtain the following:
  - a. Name
  - b. Gender
  - c. Age
  - d. Relationship
  - e. Geographic Proximity
  - f. Lengths of time clients knows the individual
  - g. How do they keep in touch (in person, telephone, letters, combination)
  - h. Satisfaction with amount of contact-want more or less? If not satisfied, what prevents you from keeping in touch more often?
  - i. What does individual do for you?
  - j. Are you satisfied with the kind of support you get?
  - k. Are there other things that you think he or she can do for you?
  - l. What prevents him or her from doing that for you?
  - m. Are you providing support to that individual? If so, what are you doing?
4. Now thinking about your network, all the people that you feel close to, would you want more people in it?
5. Are there any members of your network whom you would not want the agency to contact? If so, who? Can you tell us why?
6. Are you a member of any groups or organizations? If so, which ones?
7. Are you receiving assistance from any agencies? If so, what agency and what service(s)?

---

Biegel, Shore, and Gordon (1984). Building Support Networks for the Elderly. Beverly Hills, CA: Sage.

**SUBMIT WEEK 10 (ALL TABLES 5-8)**

**TABLE 8**  
**Framework for Spiritual Assessment**

---

**Initial Narrative Framework**

1. Describe the religious/spiritual tradition you grew up in. How did your family express its spiritual beliefs? How important was spirituality to your family? Extended family?
2. What sort of personal experiences (practices) stand out to you during your years at home? What made these experiences special? How have they informed your later life?
3. How have you changed or matured from those experiences? How would you describe your current spiritual or religious orientation? Is your spirituality a personal strength? If so, how?

**Interpretive Anthropological Framework**

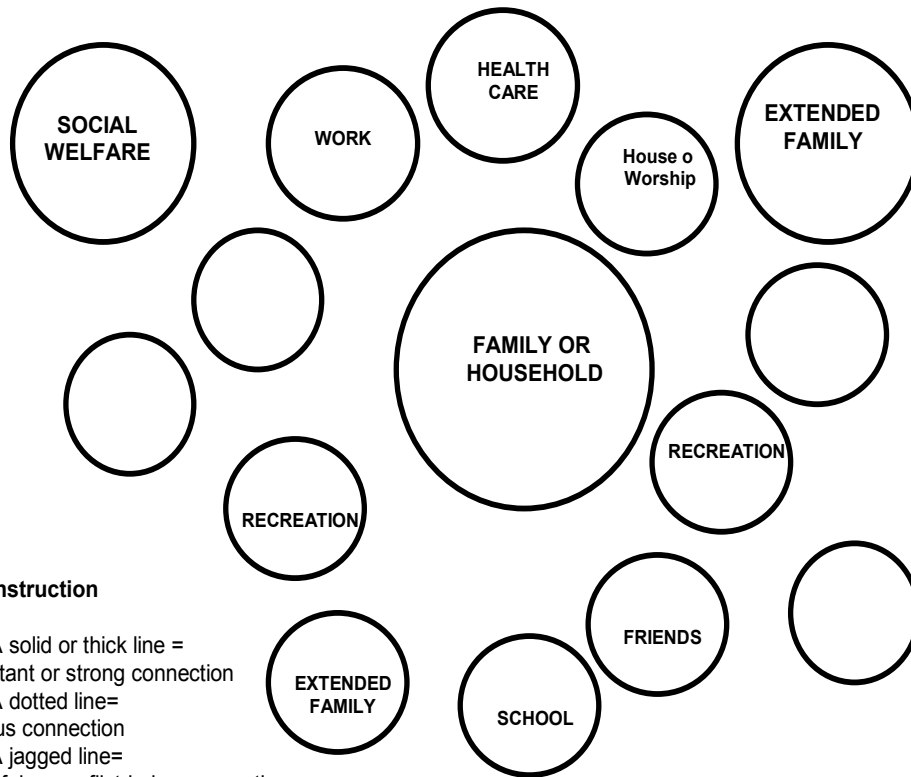
1. Affect: What aspects of your spiritual life give you pleasure? What role does your spirituality play in handling life's sorrows? Embracing life joys? Coping with life's pain? How does spirituality give you hope for the future? What do you wish to accomplish in the future?
2. Behavior: Are there particular spiritual rituals or practices that help you deal with life's obstacles? What is your level of involvement in faith-based communities? How are they supported? Are there spiritually encouraging individuals with whom you maintain contact?
3. Cognition: What are your current spiritual/religious beliefs? On what are they based? What beliefs do you find particularly meaningful? What does your faith say about personal trials? How does this belief help you overcome obstacles? How do your beliefs affect your health [mental health] practices?
4. Communion: Describe your relationship to the Ultimate. What has been your experience of the Ultimate? How does the Ultimate communicate with you? How have these experiences encouraged you? Have there been times of deep spiritual intimacy? How does your relationship help you face life challenges? How would the Ultimate describe you?
5. Conscience: How do you determine right or wrong? What are your key values? How does your spirituality help you deal with guilt (sin)? What role does forgiveness play in your life?
6. Intuition: To what extent do you experience intuitive hunches (flashes of creative insight, premonitions, spiritual insight)? Have these insights been strength in your life? If so, how?

---

Hodge, D. R. (2001). Spirituality assessment: A review of major qualitative methods and a new framework for assessing spirituality. *Social Work*, 46(3), 203-207. p. 208.

**SUBMIT WEEK 11**

**COMPLETE THE ECOMAP BY COMPLETING THE TABLE BELOW.**



**Instruction**

1. A solid or thick line = important or strong connection
2. A dotted line= tenuous connection
3. A jagged line= Stressful or conflict-laden connection
4. Arrows indicate the direction of energy flow.

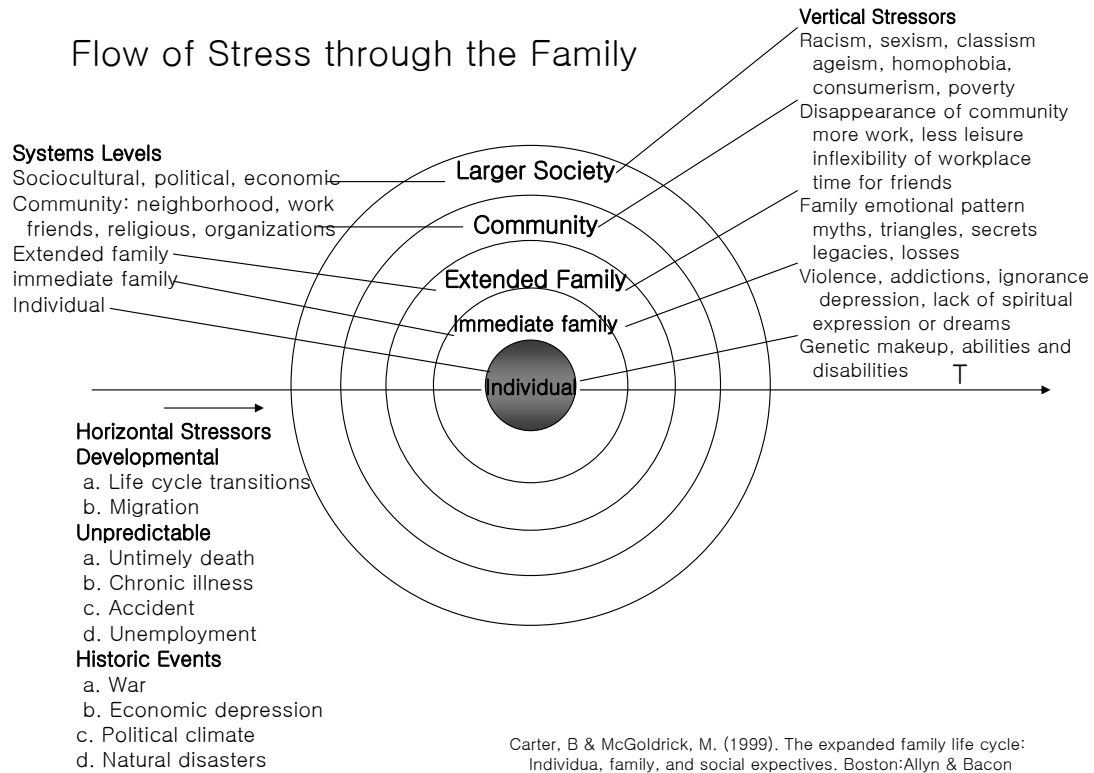
A sample ecomap.

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

**Figure 3. A sample eco map.**

Family relates to:	Check (X) all that apply	Indicate (X) the nature of the relationship		
		Important or Strong	Tenuous connection	Stressful or conflict-laden
Extended family				
Friends				
School				
Health care				
Work				
Recreation				
House of Worship				

**SUBMIT WEEK 12**



**Figure 4. Flow of stress through the Family.**

**Assignment:** To facilitate the understanding of how multisystemic stressors affect family caregiving, use Carter and McGoldrick’s schema above (Figure 4) to assess your family. What are two examples of events that fit the horizontal stressors and two that fit vertical stressors categories that you think produce stress?

Horizontal stressors: 1. \_\_\_\_\_  
2. \_\_\_\_\_

Vertical stressors: 1. \_\_\_\_\_  
2. \_\_\_\_\_

**SUBMIT WEEK 13**  
**RATE YOUR CAREGIVER ON EACH OF THE SIX DIMENSIONS OF WELL BEING BY**  
**PLACING AN 'X' IN THE APPROPRIATE BOX.**

**TABLE 9**  
**Definitions of Theory-Guided Dimensions of Well-Being**

	<b>CHECK</b>
<b>1. Self-Acceptance</b>	
<u>High scorer</u> : posses a positive attitude toward the self; acknowledges and accepts multiple aspects of self, including good and bad qualities; feels positive about past life.	
<u>Low scorer</u> : feels dissatisfied with self; is disappointed with what has occurred in past life; is troubled about certain personal qualities; wishes to be different than what he or she is.	
<b>2. Positive relations with others</b>	
<u>High scorer</u> : has warm satisfying, trusting relationships with others; is concerned about the welfare of others; capable of strong empathy, affection, and intimacy; understands give-and-take of human relationships.	
<u>Low scorer</u> : has few close, trusting relationships with others; finds it difficult to be warm, open, and concerned about others; is isolated and frustrated in interpersonal relationships; is not willing to make compromises to sustain important ties with others.	
<b>3. Autonomy</b>	
<u>High scorers</u> : is self-determining and independent; is able to resist social pressures to think and act in certain ways; regulates behavior from within; evaluates self by personal standards.	
<u>Low scorer</u> : is concerned about the expectations and evaluations of others; relies on judgments of others to make important decisions; conforms to social pressures to think and act in certain ways.	
<b>4. Environmental Mastery</b>	
<u>High scorer</u> : has a sense of mastery and competence in managing the environment; controls complex array of external activities; makes effective use of surrounding opportunities; is able to choose or create contexts suitable to personal needs and values.	
<u>Low scorer</u> : has difficulty managing everyday affairs; feels unable to change or improve surrounding contexts; is unaware of surrounding opportunities; lacks sense of control over external world.	
<b>5. Purpose in Life</b>	
<u>High scorer</u> : has goals in life and a sense of directedness; feels there is meaning to present and past life; holds beliefs that give life purpose; has aims and objectives for living.	
<u>Low scorer</u> : lacks a sense of meaning in life; has few goals or aims; lacks sense of direction; does not see purpose in past life; have no outlooks or beliefs that give life meaning.	
<b>6. Personal Growth</b>	
<u>High scorer</u> : has a feeling of continued development; sees self as growing and expanding; is open to new experiences; has a sense of realizing his or her potential; sees improvement in self and behavior over time; is changing in ways that reflect more self-knowledge and effectiveness.	
<u>Low scorer</u> : has a sense of personal stagnation; lacks a sense of improvement or expansion over time; feels bored and uninterested with life; feels unable to develop new attitude or behaviors.	

Ryff, C. & Singer, B. (2002). From social structure to biology. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology* (pp. 541-555). New York: Oxford University Press. p. 543

## Paper Outline

### 1. Introduction 1 page

Describe your care recipient and caregiver and the reason(s) the recipient needs care. Include demographic information and presenting concerns.

### 2. Assessment 4-5 pages

Present a biopsychosocial and spiritual assessment of the care recipient-in-situation. Include information about

- Individual and caregivers history
- Current environmental supports
- Strengths, stressors, and buffers that support and protect resilience for both care recipient and care provider
- Issues of membership in at-risk populations

### 3. Interventions 4-5 pages

First describe your overall care plan. Then give specifics about the interventions you believe will work best with your care recipient and care provider. Be sure to list what techniques/schools of thought you will implement and why?

### 4. Social worker self-analysis 1-2 pages

Use this section to examine your professional use of self. How does the need for care affect you and the helping process? For example, are you imposing your own agenda? Are some topics painful to address?