

**THE UNIVERSITY OF TENNESSEECOLLEGE OF SOCIAL WORK
SW 501 FOUNDATIONS OF SOCIAL WORK PRACTICE I**

Instructor: Steve Brown, MSSW, LCSW
Phone: (865) 583-3837 or (865) 974-3175
Email: ssbrown33@hotmail.com

I. Code of Conduct:

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct code that is in the College of Social Work MSSW Handbook (www.csw.utk.edu)

II. The Honor Statement:

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics, 2001*).

III. Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the University of Tennessee Office of Disability Services 191 Hoskins Library 865/974-6087. This will ensure that your are properly registered for services.

IV. Course Description

Foundations of Social Work Practice I is the first course in the Foundation sequence of three required practice courses. The course is designed to prepare students to apply a generalist perspective to social work practice with individuals. The course includes the history, mission and identity of the profession. The commitment of the profession of social work to practice with culturally diverse, vulnerable and high-risk populations and to promote economic and social justice is included. Social work values and ethics are emphasized and knowledge and skill in resolving value and ethical dilemmas are included. The course provides an introduction to direct social work practice with an emphasis on work with individual clients based on an ecological/systemic theoretical perspective. The problem solving process including problem definition, assessment, goal planning, intervention, termination and outcome evaluation is examined. The task centered approach and crisis interventions are included as examples of the problem solving process in direct social work practice. The strengths' perspective is emphasized in the content on assessment and problem solving processes. Mutuality in relationship building, communication skills, such as empathic and active listening, and the professional use of self are also included.

V. Course Rationale

The problem-solving process through planned change forms the knowledge and practice

SW 501 Fall, 2002

base for professional functioning. This course serves a socialization function by assisting students in their integration of social work practice knowledge, values, ethics and skills. This is one of three foundation courses that prepare students to apply a generalist perspective to social work practice and provide the basis for the advanced concentration courses.

VI. Course Objectives

By the completion of this course the student is expected to be able to demonstrate (through course activities, assignments and/or exams):

- An ability to describe the essential characteristics of social work professional practice that reflect both knowledge and a personal perspective regarding the nature of the profession, e.g. its purpose, functions, roles and historical development;
 - An awareness of the relationship between one's own beliefs and social work values and ethics;
 - An understanding of the implications of social work values and ethics for social work practice;
 - Skill in defining social work roles of direct service provider, broker, care coordinator, mediator, and advocate;
 - Knowledge about building professional helping relationships based on mutuality and a strength perspective;
 - An understanding of the practitioner's conscious use of self in the process of developing relationships with clients including recognition of facilitating factors and potential areas of conflict;
 - Recognition of the impact of agency policy on social work practice with clients;
 - An ability to apply a generalist perspective to the problem solving process in direct practice, identifying various system levels significant to both assessment and intervention;
 - An ability to examine the effects that the variables of age, race, ethnicity, social and economic class, culture, religion and sexual orientation play in service delivery and formulate ethically sound intervention strategies accordingly;
 - An ability to formulate an intervention plan emphasizing the use of the task centered and crisis intervention approaches with individual clients;
11. Skill in formulating a plan for practice evaluation with individual clients.

VII. Course Requirements/Plan for Evaluation:

Class attendance (including being on time), completion of all readings, and participation in class discussion are expected. Up to five points can be deducted from the final grade when students display a pattern of tardiness and non-attendance.

Class Participation: 20%

Mid-term (group project presentations): 30%

Term Paper: 20%

Final Exam: 30%

Assignment of Final Grades

The final course grade will be based on the following point totals:

A = 92-100 (Superior performance)

B+ = 87-91 (Better than satisfactory performance)

B = 82-86 (Satisfactory performance)

SW 501 Fall, 2002

C+ = 77-81 (Less than satisfactory performance)

C = 70-76 (Performance well below the standard expected of graduate students)

VIII. Required Texts:

Cournoyer, B. (2000). *The social work skills workbook* (3rd edition). Belmont, CA: Wadsworth Publishing Company.

Hepworth, D. H., Rooney, R. H., & Larsen, J. A. (2002). *Direct social work practice: Theory and skills* (6th edition). Pacific Grove, CA: Brooks/Cole Publishing Company.

IX. Course Content Outline:

1 *Wed. Section (8-21) Mon. section (8-26)*

Review syllabus, term paper criteria, academic integrity, library reserve arrangements, etc.

Discussion: What is social work? How does it differ from other helping professions? What is generalist practice?

2 *Wed. section (8-28) Mon. section (9-9)*

History and mission of the profession of social work

Hepworth, Rooney, & Larsen text, chapters 1&2
Cournoyer text, chapter 2.

Meyer, C. H. & Mattaini, M.A. (1998). *The ecosystems perspective: Implications for practice* (chapter 1). In *The Foundations of Social Work Practice: A Graduate Text* (2nd edition). Washington, DC: NASW Press.

Alexander, C. A. (1987). *History of social work and social welfare: Significant dates*. In *Encyclopedia of Social Work* (18th edition, Vol. 1, pp. 777-788). Silver Spring, MD: NASW.

Brieland, D. (1987). *History and evolution of social work practice*. In *Encyclopedia of Social Work* (18th edition, Vol. 1, pp. 739-754). Silver Spring, MD, NASW.

Dorfman, R.A. (1988). *Clinical Social Work: The development of a discipline*. In *Paradigms of Clinical Social Work*, pp. 3-24 (ed.) R.A. Dorfman.

Gibelman, M. (1999). *The search for identity: Defining social work – past, present and future*. *Social Work*, 44, 298-310.

3 *Wed. section (9-4), Mon. section (9-16)*

A review of values and ethical principles in social work practice.

4 *Wed. section (9-11), Mon section (9-23)*
Ethical dilemmas in practice and ethical decision making

Hepworth, Rooney, & Larsen text, chapter 4
Cournoyer text, chapter 3

Abramson, M. (1996). Reflections in knowing oneself ethically: Toward a working framework for social work practice. *Families in Society*, April, 195-201.

Berliner, A. K. (1989, January). Misconduct in social work practice. *Social Work*, pp. 69-72.

Walker, R. & Staton, M. (2000). Multiculturalism in social work ethics. *Journal of Social Work Education*. 36(3), 449-463.

Hess, P.M., & Hess, H.J. (1998). Values and Ethics in Social Work Practice with Lesbian and Gay Persons [chapter2]. In *Foundations of Social Work Practice with Lesbian and Gay Persons*. New York: Harrington Park Press.

Loewenberg, F., & Dolgoff, R. & Harrington, D. (2000). Guidelines For Ethical Decision Making (Chapter 3) in *Ethical Decisions for Social Work Practice*, 6th edition. F.E. Peacock Publishers, Inc. Itasca, Illinois.

Code of Ethics of the National Association of Social Workers, as revised effective January 1, 1997. Appendix 5 in Cournoyer text, p.407.

Reamer, F. (1992, March). The impaired social worker. *Social Work*, pp. 165-170.

Reamer, F. G. (1998). The evolution of social work ethics. *Social Work*, pp. 448-500.

Reamer, F. (1997). Managing ethics under managed care. *Families In Society*, Jan/Feb, 96-1-1.

5 *Wed. Section (9-18), Mon. section (9-30)*
The professional relationship in social work practice.

Gutierrez, L.M. (1990). Working with Women of Color: An Empowerment Perspective. *Social Work*.

Appleby, G.A. (2001). Framework for practice with diverse and oppressed clients. In G. A. Appleby, E. Colon & J. Hamilton (Eds.), *Diversity, oppression and social functioning: Person-in-environment assessment and intervention* (pp. 1-14). Boston: Allyn and Bacon.

Andrus, G. & Ruhlin, S. (1998). Empowerment practice with homeless people or families. In L.M. Gutierrez, R. J. Parsons & E.O. Cox (Eds.), *Empowerment in social work practice: A source book* (pp. 110-129). Pacific Grove CA: Brooks/Cole.

Colon, E., Appleby, G. & Hamilton, J. (2001) Affirmative practice with people who are culturally diverse and oppressed. *Diversity, Oppression, and Social Functioning Person-in-Environment Assessment & Intervention*. 240-256.

6 *Wed. section (9-25), Mon. section (10-7)*

Building the professional relationship and basic helping skills

Hepworth, Rooney, & Larsen text, chapters 3, 5, 6&7

Cournoyer text, chapters 4, 5&6

Coady, N. (1993, May). The worker-client relationship revisited. *Families in Society*, pp. 291-300.

Perlman, H. H. (1982). The helping relationship: Its purpose and nature. In H. Rubenstein & M. Bloch (eds.), *Things That Matter: Influences on Helping Relationships*. New York; Macmillan.

Krogsrud Miley, K., O'Melia M., & Dubois, B. L. (1998). An Empowering Approach to Generalist Practice (chapter 5). In *Generalist Social Work Practice: An Empowering Approach*. (2nd edition). pp. 97-118. Needham Heights, MA: Allyn & Bacon.

Devore, W. & Schlesinger, E. G. (1999). Assumptions and Principles for ethnic-sensitive practice (chapter 6). In *Ethnic-Sensitive Social Work Practice* (5th edition). pp. 139-155. Needham Heights, MA: Allyn & Bacon.

7 *Wed. section (10-2); Mon. section (10-14)*

Multidimensional assessment.

Hepworth, Rooney, & Larsen text, chapters 8&9

Cournoyer text, chapters 7&8

Cowger, C. (1994). Assessing client strengths: Clinical assessment for client empowerment. *Social Work*, May, pp. 262-268.

Saleeby, D. (1996). The strengths perspective in social work practice Extensions and cautions. *Social Work*, 31(3), 296-305.

Secret, M., Jordan, A., and Ford, J. (1999). Empowerment evaluation as a social work strategy. *Health and Social Work*, 24(2), 120-127.

SW 501 Fall, 2002

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

Leedy, M. G. (1997). Effect of client gender and diagnostic label on clinical social worker's assessments. *Arête*, 21, 1-12

Proctor, C. And Groze, V.K. (1994). Risk Factors for suicide among gay, lesbian and bisexual youths. *Social Work* 39/5

8 *Wed. section (10-9); Mon. section (10-21)*

MIDTERM: GROUP PROJECT PRESENTATIONS

9 *Wed. section (10-16); Mon. section (10-28)*

Negotiating and selecting goals and contracts

Hepworth, Rooney, & Larsen text, chapter 12

Cournoyer text, chapter 9

Swigonski, M.E. (1996). Challenging privilege through Africentric social work practice. *Social Work*, 41(2), 153-161.

10 *Wed. section (10-23); Mon. section (11-4)*

Intervention and change approaches: Task-centered, crisis intervention, and cognitive restructuring

Hepworth, Rooney, & Larsen text, chapters 13, 14, 15, and 18

Ell, Kathleen (1997). Crisis Intervention: Research Needs. *Encyclopedia of Social Work*, 19th Edition, pp. 660-667.

11 *Wed. section (10-30); Mon. section (11-11)*

Individuals in the context of their family system

Hepworth, Rooney, & Larsen text, chapters 10&16

Devore, W. & Schlesinger, E. G..(1999) Ethnic-Sensitive Practice With Families (Chapter 11). In *Ethnic-Sensitive Social Work Practice* (5th edition). pp. 243-260. Needham Heights, MA: Allyn & Bacon.

12 *Wed. section (11-6); Mon. section (11-18)*

Individuals in the context of groups and their larger systems

Hepworth, Rooney, & Larsen text, chapters 11, 15, & 17

13 *Wed. section (11-13); Mon. section (11-25)*

Practice evaluation/Termination

[Term Papers Due]

Hepworth, Rooney, & Larsen text, chapter 20

Cournoyer text, chapters 10 and 11

Fischer, J. & Corcoran K (1994). Introduction (chapter 1). In *Measures for*

SW 501 Fall, 2002

Clinical Practice: A Sourcebook (2nd edition), vol. 1. New York: Free Press.

Fischer, J. & Corcoran, K. (1994). Types of measurement tools (chapter 3). In Measures for Clinical Practice; A Sourcebook (2nd edition), vol. 1. New York: Free Press.

Kagle, J.D. (1984). Goal Attainment Scaling (chapter 4). In Social Work Records. Homewood, IL: Dorsey.

Levitt, J., & Reid, W. J. (1981). Rapid-assessment instruments for practice. Social Work Research and Abstracts, May, pp. 13-19.

14 *Wed. section (11-27); Mon. section (12-2)*

FINAL EXAM

SW501 MIDTERM CRITERIA

The Before and After Group Project*

This project is due 10/9/02 (Wednesday section) or 10/21/02 (Monday section) and consists of the class divided into approximately 4 groups with each assigned a case scenario. Groups will research the culture of the racial/ethnic group in their case situation. Each group will lead the class for 30-40 minutes and a) present a 'before' role-play; b) present an 'after' role-play, and; c) lead a class discussion. Each group will, in addition, prepare a bibliography of their research and a short paper (3-6 pages APA format) briefly discussing the salient findings of this research. All individuals must demonstrate their participation during the presentation.

The 'before' role-play will demonstrate an ineffective intervention within the case scenario that *does not* include an understanding of cultural values and thus displays errors in practice and cross-cultural communication.

The 'after' role-play will demonstrate an effective intervention within the case scenario that *does* include an understanding of cultural values and thus displays positive culturally aware practice that promotes cross cultural communication.

The group-led class discussion will examine the cultural values of the clients presented in the role plays, identify and discuss culture-bound beliefs and ineffective interventions, and identify and discuss effective strategies supported by research for the cultural values and considerations found in the case scenario.

The purpose of this project is to enhance awareness of a variety of cultural values and to provide an experience that highlights how these differences in beliefs about social relations and character guide social interactions, including the helping process. Its objectives are to involve the student in cross-cultural research and to assist the student in learning and applying knowledge about other cultural values and patterns of relationships in multicultural practice.

- Beckett, J.O. & Anderson-Dungee, D. (1996). A framework for agency-based multicultural training and supervision. Journal of Multicultural Social Work, 4, 27-48.

SW501 TERM PAPER

CRITERIA

Term papers are due by class time on November 13 (Wednesday section) and 25 (Monday section).

Your paper should address that part of social work practice that you believe may be the most difficult for you to perform. A central part of the paper should

SW 501 Fall, 2002

be a candid and open examination of how your own perceptions, attitudes, values, experiences, emotions, and stereotypes may influence your ability to perform this particular aspect of social work practice. Among examples covered in coursework include topics such as:

- Phases of practice: beginning, termination, etc.
- Resistance to engagement: open/subtle hostility or aggression from clients
- Cultural/ethnic differences of clients and workers: race, economic status, political beliefs, religious beliefs, sexual orientation, etc,
- Roles of practice: advocacy, teaching, counseling, etc.
- Clients who evoke, "images" from one's past: parents, adolescence, siblings, peers, childhood, etc.
- "Special" populations: handicapped, the aged, women, men, children, etc.
- Others you may select (please check these out with me).

The paper will have three parts:

- Thoroughly define and describe the practice aspect you select.
- Examine the roots of your perceived "difficulty" both by reviewing your own involvement and by reviewing the salient professional literature on the subject.
- The final section should be a thoughtful description of the personal plan you have devised to address (while you are in the College of Social Work) this perceived deficit.

The paper should be in APA format and approximately 6-10 pages in length with at least five citations from the professional literature. Please discuss your topic with me before beginning to write your paper.

SW501 FINAL EXAM CRITERIA

11/27 (Wednesday section) and 12/2 (Monday section)

Situation

You are a social worker at a local community agency that provides a variety of services to individuals and their families including mental health, substance abuse, client advocacy, client linkage, case management, and referral.

Client

You (at any point in your life)
['you' may be singular or plural]

Exam

- Generate a multidimensional assessment for this client system.
- Discuss the process of a) problem identification, b) negotiating and selecting goals that you envision with the client system, and then c) draw up a contract with this client system.
- Discuss and generate interventions and change approaches you would use with this client system.
- Discuss the manner in which you would evaluate the effectiveness of your work with this client system.
- Address what the social worker may encounter in the way of a) strengths and b) obstacles with the client system.
- Discuss the cultural/ethnic aspect of this case of which the social worker needs to be aware to work effectively with this client system.
- Discuss any relevant ethical issues that could occur during the process of the above (situation and 1-6).

SW 501 Fall, 2002

Please type this final exam and label each section clearly. Please write in the 3rd person (as in “the client, Mr. Brown, stated that...” or “the client's mother stated...”). There is no limit or expectation in terms of length of this exam, but please concentrate on quality of content rather than quantity or length.

XII. Journals and Other Selected Resources

Administration in Social Work
American Journal of Family Therapy
American Journal of Orthopsychiatry
Arete
British Journal of Social Work
Canadian Social Work Review
Child and Adolescent Social Work
Child Welfare
Clinical Social Work Journal
Encyclopedia of Social Work
Families in Society (Formerly Social Casework)
Family Process
Family Therapy Networker
Health and Social Work
Journal of Applied Behavior Analysis
Journal of Social Service Research
Journal of Social Work Education
Journal of Smith College School of Social Work
Protecting Children
Public Welfare
Research on Social Work Practice
Social Service Review
Social Work
Social Work in Education
Social Work Research and Abstracts
Social Work Today
Social Work with Groups
The Clinical Supervisor
The Social Worker