

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK
SW 501 FOUNDATIONS OF SOCIAL WORK PRACTICE I
SW501
Fall 2002

Instructor: Dr. Marlys Staudt
Office: 202 Henson
Class meets: Mondays, 6:45-9:35

Email:mstaudt@utk.edu
Phone: (865) 974-7502

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, 2000*).

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 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):

1. 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;
2. An awareness of the relationship between one's own beliefs and social work values and ethics;
3. An understanding of the implications of social work values and ethics for social work practice;
4. Skill in defining social work roles of direct service provider, broker, care coordinator, mediator, and advocate;
5. Knowledge about building professional helping relationships based on mutuality and a strength perspective;
6. 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;
7. Recognition of the impact of agency policy on social work practice with clients;
8. 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;
9. 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;
10. 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:

Mid-term exam: 25%

Final exam: 25%

Paper: 20%

Group project: 15%

Assessment: 15%

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, non-attendance, and non-participation.

The group project will involve students preparing and presenting role-plays that demonstrate culturally sensitive practice with clients from different ethnic groups. Students will research the culture of the racial/ethnic group in their case situation, including reading at least five articles on social work practice with the group they are assigned. They will lead a discussion following the role-play based on the information from the articles and the questions that emerge from the role-play. This group project assignment is taken from: Beckett, J. O. & Anderson-Dungee, D. (1996). A framework for agency-based multicultural training and supervision. Journal of Multicultural Social Work, 4, 27-48.

Students will complete a social assessment on a client (students will work in dyads, taking on role of social worker and client). Students need to develop their client roles and should not bring to the role play their own issues. This assignment will be discussed more in class and written guidelines distributed.

Students will complete a short paper (5-8 pages) on a practice concept that is discussed in class. The assignment will be discussed in class and written guidelines distributed.

Final grades will be assigned based on the total number of points earned:

A, Superior performance: 95-100

B+, Better than satisfactory performance: 90-94

B, Satisfactory performance: 84-89

C+, Less than satisfactory performance: 79-83

C, Performance well below the standard expected of graduate students: 70-78

D, Clearly unsatisfactory performance and cannot be used to satisfy degree requirements: 65-69

F, Extremely unsatisfactory performance and cannot be used to satisfy degree requirements: 64 and below

Incompletes will be given only when students are making satisfactory progress and have unforeseen circumstances (e. g., unexpected illness, death in family) that prevent them from completing the requirements on time. Please contact me as soon as possible should extenuating circumstances interfere with course expectations.

VIII. Required Texts:

Hepworth, D. H., Rooney, R. H., & Larsen, J. A. (1997). *Direct social work practice: Theory and skills*. Brooks/Cole.

Cournoyer, B. (2000). *The social work skills workbook*. Brooks/Cole.

Other assigned readings are on reserve in Hodges Library.

IX. Course Content Outline:

8/26 Session 1 Introduction to the course; lecture and discussion “What is social work?”

How does it differ from other helping professions?” What is generalist social work?

9/2 Labor Day—No class

9/9 Session 2 History and mission of the profession of social work

Readings: Hepworth et al., Chp. 1 and 2

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.

Meyer, C. H., & Mattani, M. A. (1998). *The ecosystems perspective: Implications for practice*. In M. A. Mattaini et al. (Eds.), *The foundations of social work practice: A graduate text*.

9/16 Session 3 Values, ethics, and practice dilemmas

Hepworth et al., Chp 4

Cournoyer, Appendix 5, NASW Code of Ethics

In-class video: Professional choices: Ethics at work

9/23 Session 4 The professional relationship in social work and overview of the helping process

Hepworth et al., Chp. 3

Miley et al., 1998, Chp. 5, An empowering approach to generalist practice

Devore & Schlesinger (1999). Chp. 6, Asssumptions and principles for ethnic-sensitive practice

9/30 Session 5 Building the professional relationship: Basic helping skills

Hepworth et al., Chp. 6 and 18

Cournoyer, Chp. 7

10/7 Session 6 Multidimensional assessment

Hepworth, Chp. 8 and Chp. 9

Cournoyer, Chp. 8

Appleby, G. A. (2001). Dynamics of oppression and discrimination. In GA Appleby, E. Colon, & J. Hamilton (Eds.), Diversity, Oppression, and Social Functioning : Person-in-Environment Assessment and Intervention. Boston: Allyn and Bacon.

10/14 Session 7 Midterm Exam

10/21 Session 8 Negotiating treatment goals and contracts

Hepworth et al., Chp. 12

Cournoyer, Chp. 9

10/28 Session 9 Change strategies, including crisis intervention

Hepworth et al., Chp. 13 and 14

Cournoyer, Chp. 10

Michilin, P. M., & Marazzo-Juarez, S. (2001). Ableism: Social work practice with individuals with physical disabilities. In GA Appleby, E. Colon, & J. Hamilton (Eds.), Diversity, Oppression, and Social Functioning : Person-in-Environment Assessment and Intervention. Boston: Allyn and Bacon.

11/4 Session 10 Individuals in the context of their families

Hepworth et al. Chp. 10

Devore & Schlesinger, Chp. 11, Ethnic-sensitive practice with families

11/11 Session 11 Individuals in the context of groups and larger systems

Hepworth et al., Chp. 15 and 17

11/18 Session 12 Termination and practice evaluation

Hepworth et al., 20

Cournoyer, Chp. 11

11/25 Session 13 Students present their group projects

12/2 Session 14 Course evaluations and final exam