

THE UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK  
SW 501 FOUNDATIONS OF SOCIAL WORK PRACTICE I: FALL 2002

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*Office hours: Monday 1: 30-2: 30*

*Monday 8:30 a.m. & Tuesday 5:30 p.m.*  
*Office phone 448-7435 fax 448-4850*  
*Tuesday 3-5 and by Appointment*

**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](http://www.csw.utk.edu))

**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*).

**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 at 191 Hoskins Library at 865-974-6087. This will ensure that you are properly registered for services.

**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 addressed in this course. 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.

### 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.

### 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 reflects 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, empirical, best practice intervention strategies
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 evaluation of their practice with individual clients.

### TEXTS:

Loewenberg, Frank M., Dolgoff, R. and Harrington, D. (2000) Ethical Decisions for Social Work Practice. 6<sup>th</sup> edition. F.E. Peacock. Itasca, Illinois.

Hepworth, D.H., Rooney R.H. and Larsen. J. A. (2001) Direct Social Work Practice: Theory and Skills. 6th edition. Wadsworth Publishing Co., Belmont. CA.

## COURSE OUTLINE

August 26-27<sup>th</sup>. Introduction to social work practice and overview of the course.  
Review course content, term paper criteria, & Library reserve.

WEEKLY ACTIVITY – One group will report on each reading from the listed articles, and another group will ask questions followed by a large group discussion. You are required to present a brief overview of this article, its main points, and the importance to social work if any. Another group will be required to each ask a thought provoking question or concern regarding the reading. See sign -up sheet.

Video: History, gender, race and politics of the American welfare state

September 3. The social work profession  
A. Historical development  
B. The nature and purpose of social work practice  
C. Professional roles and methods of social work practice  
D. The ecological and strengths perspective

Video: Hull House. This video is a documentary on the early social work movement in Chicago with impoverished immigrants, and its pioneer social worker, Jane Adams.

Read: Hepworth, Rooney and Larsen; chapter 1, The Challenges of Social Work and chapter 2, Direct Practice Domain, Philosophy, and Roles (meaning you will have already read this prior to this week's class)

Readings:

Mc Donough, J.F. Toward a gender-integrated knowledge in social work. In: The role of gender in practice knowledge: claiming half the human experience edited by Josefina Figueira-McDonough, F. Ellen Netting, Ann Nichols-Casebolt. New York; London: Garland Pub. 1998.

Gibelman, Margaret (1999) The Search for Identity: Defining Social Work-- Past, Present, and Future. Social Work, vol. 44 (4).

September 9-10 Continuation from last week

Video Faces of Change: Social Work in the New Millennium. Documents types of social work roles in many areas of practice, and discussion of negative myths about the profession

Readings:

Wakefield, J.C. (1996a) Does Social Work need the ecosystem's perspective? Part 1. Is the perspective clinically useful? *Social Service Review* 70 (1) 1-32.

Wakefield, J.C. (1996a) Does Social Work need the ecosystems perspective? Part 2. Does this perspective save social work from incoherence? *Social Service review* 70 (2) 183-213

Homework:

Construct a Genogram on your family after reading the above article. Due next class. See instructions from Mc Goldrick, M. & Gerson, R. (1985). *Constructing Genograms*. In: *Geograms in Family assessment*. W.W. Norton & Co. New York. in web-based *UT Online* materials.

September 16-17 Social Work Values and Ethics

- A. Definitions
- B. NASW code of ethics ([www.NASW.COM](http://www.NASW.COM))
- C. Decision screen for conflicts and dilemmas

Read: Hepworth, Rooney and Larsen (2001). Chapter 4, Operationalizing the Cardinal Social Work Values.

Read: Lowenberg, Dolgoff and Harrington (2000). Chapter 1, Ethical Choices in the Helping Professions. Chapter 2, Values and Professional Ethics and chapter 3, Guidelines for Ethical Decision Making.

Video: Professional Choices: Ethics at Work. Video explores ethical dilemmas and choices social workers can typically find themselves involved in. Application of NASW Code of Ethics and discussion of the fine lines between sound ethical practice and professional misconduct

Activity: Small Group discussion and case examples, Review the code of ethics and discuss "compelling professional reasons" for violating a person's confidentiality and privacy.

September -23-24 Social Work Values and Ethics in practice

- A. Ethical decision-making

- B. Personal beliefs - self-awareness
- C. Client rights
- D. Confidentiality
- E. Social Justice

Read: Lowenberg, Dolgoff and Harrington. Chapter 4, Confidentiality and Informed Consent. Chapter 5, Client Rights and Professional Expertise. Chapter 6, Value Neutrality and Imposing Values. Chapter 7, Equality, Inequality, and Limited Resources and chapter 9, Bureaucratic and Work Relationships.

**Readings:**

Abramson, Marcia. (1996) Reflections on Knowing Oneself Ethically: Toward a Working Framework for Social Work Practice. Families in Society.

Devore, W. And E.G. Schlesinger (1996) Ethnic Sensitive Social Work Practice. Allyn and Bacon; Boston. Chapter 5, The Layers of Understanding.

Activity: Identify the qualities students would expect of a person whom they would confide personal problems. Discussion of feeling empathy versus conveying empathy. What can a social worker do to lessen anxiety and set the stage for helping?

Sept 30-Oct. 1 - Practice Theory and Perspectives

- A. The ecological perspective
- B. Strengths and resilience
- C. Application of theory

Read: Hepworth, Rooney and Chapter 3, Overview of the Helping Process

**Readings:**

Rutter, M. (1993) Resilience: Larsen - Some Conceptual Considerations. Journal of Adolescent Health; 14.

Swigonski, M. E. (1996). Challenging Privilege through Africentric Social Work Practice. Social Work. 41/2.

Activity: Case example and a tool for applying theory

October 7- 8 - Continue from last week

**Readings:**

Polansky, Norman. (1986) There Is Nothing so Practical as a Good Theory. Child Welfare.

Staudt, M., Howard, M., & Drake, B. (2001) The operationalization, implementation and effectiveness of the strengths perspective: A review of the empirical studies. Journal of Social Service Research 27 (3).

Andrus, G.A., & Ruhlin, S. (1998). Empowerment Practice with homeless people/families. In Empowerment in social work practice: a sourcebook / [edited by] Lorraine M. Gutiérrez, Ruth J. Parsons, Enid Opal Cox. pp. 110-129.

Activity: Discuss the strengths perspective, atheoretical and theoretical approaches to social work, and the role of empirically sound practices and research in social work practice.

Video: Initiating contact in a cross-cultural context. This video demonstrates how social workers model respect & report for clients of different cultural backgrounds.

The Problem Solving Process

October 14-15 - Exploration and engagement - The social work relationship

Read: Hepworth, Rooney and Larsen - chapter 5, Relationship-Building Skills: Communicating with Empathy and Authenticity, chapter 6, Verbal Following, Exploring, and Focusing Skills and Focusing Skills, and chapter 7, Eliminating Counterproductive Communication Patterns

**Readings:**

Dungee-Anderson and Joyce O. Beckett. (1995). A Process Model for Multicultural Social Work Practice. Families in Society.

Colon, E. Appleby, G.A. & Hamilton, J. (2001) Affirmative Practice with people who are culturally diverse and oppressed. In: Diversity, oppression, and social functioning: person-in-environment assessment and intervention [edited by] George A. Appleby, Edgar Colon, Julia Hamilton.

Video: Choices in therapy: Cognitive, psychoanalytic, and humanistic therapies.

October 21-22 - Social Work Assessment

Read: Hepworth, Rooney, and Larsen - chapter 8, Multidimensional Assessment and chapter 9, Assessing Intra personal and Environmental Systems.

**Readings:**

Cowger, C. D. (1994). Assessing Client Strengths: Clinical Assessment for Client Empowerment. *Social Work*. 39:3.

Appleby, G.A.. (2001) Framework for practice with diverse and oppressed clients. In: Diversity, oppression, and social functioning: person-in-environment assessment and intervention [edited by] George A. Appleby, Edgar Colon, Julia Hamilton.

Video - Brief psychotherapy

October 28-29 - Goal Setting and Contracting

Critical thinking and planning with the client.

Read: Hepworth, Rooney and Larsen - Chapter 12, Negotiating Goals and Formulating a Contract.

**Readings:**

Brindis, C., Wolfe, A.L., V. McCarter and S. Starbuck-Morales. (1995). The Associations between Immigrant Status and Risk-Behavior Patterns in Latino Adolescents. *Journal of Adolescent Health*. 17.

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

Video: Interviewing in action. This video demonstrates how the skills of empathy, reflection, paraphrasing and confrontation can be used to bolster the therapeutic relationship

Activity: Begin role-play examples

Two Models of Social Work Intervention

- A. Task Centered Treatment
- B. Crisis Intervention

November 4-5 - Intervention in social work practice

Read: Hepworth, Rooney and Larsen. Chapter 13, Planning and Implementing Change-Oriented Strategies; and Chapter 15, Developing Resources and Advocacy as Intervention Strategies.

**Readings:**

Carlton-LaNey, Iris. (1999). African American Social Work Pioneers' Response to Need. *Social Work*. V.44/9.

Video Work with involuntary clients: The middle phase

November -11-12 - Continue Task Centered Intervention.

**Readings:**

Furstenberg, Anne-Linda and Kathleen A. Rounds. (1995) Self-Efficacy as a target for Social Work Intervention. *Families in Society*.

Williams, E. E. and F. Ellison. (1996). Culturally Informed Social Work Practice with American Indian Clients: Guidelines for Non-Indian Social Workers. *Social Work* v.41/2.

Video: Short-term therapy in managed care  
Activity - Continue role-play application of the task centered model.  
Class Presentations

November -18-19- Crisis Intervention

**Readings:**

Parad, Howard J. And Libbie G. Parad (1990) Crisis Intervention: an Introductory Overview. Chapter 1.

Castex, G. M. (1994). Providing services to Hispanic/Latino populations: Profiles in diversity. *Social Work*. 39/3.

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

Activity- Class Presentations

Video - Suicide Risk Assessment

November -25-26 - Summary - Termination and Evaluation in social work practice.

Read: Hepworth, Rooney and Larsen - chapter 20, The Final Phase: Termination.

**Readings:**

Proctor, E. K. (1990) Evaluating Clinical Practice: Issues of Purpose and Design. Social Work research and Abstracts. 26/1.

Presentations continued.

December 2-3 - Review of material. Group discussion.

Evaluation and termination

Activity - Presentations continued. Course review and evaluation

Course Requirements:

Students are expected to prepare for class by reading assigned readings prior to class and actively participate in class activities and discussions. Regular class attendance provides continuity to learning and integration of the course content. Participation in class discussion and activities enhances both individual and group learning.

Grading

Assignment 1 – Term paper Reflective Self -Assessment (beliefs and value analysis- 25% of grade. (See paper outline at end)

Assignment 2 - Client Assessment - 25% of the grade. Class presentation with handouts. Groups (2-4) are strongly encouraged but I will accept individual presentations. (Video is encouraged using role-play for vignette of skills related to assessment and/or interventions, camera and computer available)

Chapter study questions- 20% of the grade.

Midterm exam- 20% of the grade

Class attendance, participation, completion of group and assigned tasks on time is expected and mandatory and will comprise 10% of final grade.

**Assignment 1 Term paper criteria**

Your paper should address that part of social work practice that you believe to be the most difficult for you to perform. A central part of the paper should be candid, 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 discussed in class are topics such as:

- Resistance to engagement: open/subtle hostility from clients
- Cultural variance of clients and workers: race, status, political, sexual expression differences etc.
- Clients who evoke images from one's past: parents, adolescence, siblings, peers, childhood, etc.
- Special populations: abusers, handicapped, gay, aged, mandated, women, men, children, ethnic minorities, elderly, etc.
- Others you may desire to select (Please discuss these with me prior to doing this assignment)

After thoroughly defining and describing 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 this perceived deficit in your professional repertoire (while in the CSW program).

The usually accepted standards of written graduate academic work should apply to this paper including substance, organization, clarity, citation, and originality. The paper should be 8-10 pages in length and use APA guidelines for formatting. The paper is due October 9<sup>th</sup>.

## **Assignment #2 Client Assessment Presentation**

Assess a client (real or imaginary) using techniques discussed in class and in the Hepworth book (Ch 8, 9, 10). The assessment should include environment, systems information, cultural contexts, strengths, psychosocial deficits, mental status information, previous mental health history if known, and a plan to address the problem situation. This will be a 10-20 minute presentation, and handouts are encouraged.

Groups are strongly encouraged and video role-plays are strongly encouraged. Digital Camera equipment and software is available. Performance feedback will be provided by both students and the instructor, grading will be recorded by the instructor.