

**THE UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK**

**SW 501 FOUNDATIONS OF SOCIAL WORK PRACTICE I  
Course Outline  
Fall 2003**

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**Course Requirements/Plan for Evaluation:**

|  |                |
|--|----------------|
| Mid-term exam                            | 25% (100 pts.) |
| Final exam (including take-home portion) | 25% (100 pts.) |
| Paper (see description)                  | 20% (80 pts.)  |
| Discussion board assignments (6 entries) | 15% (60 pts.)  |
| Group Project (see description)          | 10% (40 pts.)  |
| Leading class discussion of readings     | 5% (20 pts.)   |

Students are expected to attend every class session. *Given the importance of class attendance and participation, missing more than one class will likely place an "A" grade out of reach.* It is essential that students notify the instructor in a timely manner if circumstances interfere with class attendance or the completion of course assignments.

The final course grade will be based on the following:

- A = 376-400 points (Superior performance, exceeds expectations)
- B+ = 348-375 points (Better than satisfactory performance)
- B = 328-347 points (Satisfactory performance, meets expectations)
- C+ = 308-327 points (Less than satisfactory performance)
- C = 280-307 points (Performance well below the standard expected of graduate students)

**VIII. Required Texts:**

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.

Other assigned readings are on reserve in Hodges Library

**IX. Course Content Outline:**

***August 20, 2003- Session 1***

Introduction to course, overview of assignments.

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

### ***August 27, 2003 - Session 2***

Topic: History and mission of the profession of social work.

#### Required readings:

Hepworth, Rooney, & Larsen text- chapters 1 & 2

Risler, E., Lowe, L.A., & Nackerud, L. (2003). Defining social work: Does the working definition work today? *Research on Social Work Practice, 13*, 299-309.

Mattani, M.A. & Meyer, C.H. (1998). The ecosystems perspective: Implications for practice. In M.A. Mattani et. al. (Eds.), *The foundations of social work practice: A graduate text (3rd ed. , pp. 3-24)*. Washington, DC: NASW.

### ***September 3, 2003- Session 3***

Topic: Values, ethics, and practice dilemmas.

Video: "Professional choices: Ethics at work"

#### Required readings:

Hepworth et al., text- chapter 4

NASW Code of Ethics (hand out)

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

Reamer, F. G. (1997). Managing ethics under managed care. *Families In Society*, 78, 96-101.

### ***September 10, 2003- Session 4***

Topic: The professional relationship in social work and overview of the helping process.

#### Required readings:

Hepworth et al., text- chapter 3

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.

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.

Gibbs, L. (2002). How Social Workers Can Do More Good Than Harm (pp. 752-756). In A.R. Roberts & G.J. Greene, *The Social Workers' Desk Reference*, New York, NY: Oxford University Press.

### ***September 17, 2003- Session 5***

Topic: Building the professional relationship: Basic helping skills I

#### Required readings:

Hepworth et al., text- chapters 5, 6,

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

***September 24, 2003- Session 6***

Topic: Building the professional relationship: Basic helping skills II; compassion fatigue

Required readings:

Hepworth et al., text- chapters 7, 18

Proctor, E.K., & Davis, L.E. (1994). The Challenge of Racial Difference: Skills for Clinical Practice. *Social Work, 39*, 314-323.

Gentry, J.E. (2002). Compassion fatigue: The Crucible of transformation. *The Journal of Trauma Practice, 1*, 37-62.

***October 1, 2003- Session 7***

Topic: Multidimensional assessment.

Required readings:

Hepworth et al., text- chapters 8 & 9

Tracy, E.M., & Whittaker, J.K. (1990). The Social Network Map: Assessing social supports in clinical practice. *Families in Society, 71*, 461-470.

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

Cowger, C. D., & Snively, C. A. (2002). Assessing Client Strengths (pp. 221–225). In A.R. Roberts & G.J. Greene, *The Social Workers' Desk Reference*, New York, NY: Oxford University Press.

***October 8, 2003- Session 8***

MID-TERM EXAM

***October 15, 2003- Session 9***

Topic: Negotiating intervention/treatment goals and contracts; crisis intervention

Required readings:

Hepworth et al., text- chapter 12

Peterson, L.M. (2002). Treatment planning with individuals (pp. 320-324). In A.R. Roberts & G.J. Greene, *The Social Workers' Desk Reference*, New York, NY: Oxford University Press.

***October 22, 2003- Session 10***

Topic: Change-oriented strategies, empirically-based approaches to social work practice

Required readings:

Hepworth et al., text- chapters 13 & 14

***October 29, 2003- Session 11***

Topic: Individuals in the context of their families

Required readings:

Hepworth et al., text- chapter 10

***November 5, 2003- Session 12***

Topic: Individuals in the context of groups and larger systems.

Required readings:

Hepworth et al., text- chapters 15 & 17

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*. (pp. 240-256) Boston: Allyn & Bacon.

Michilin, P.M. & Marazzo-Juarez, S. (2001). Ableism: Social work practice with individuals with physical disabilities. In G.A. Appleby, E. Colon & J. Hamilton (Eds.) *Diversity, oppression, and social functioning: Person-in-environment assessment and intervention*. (pp. ???) Boston: Allyn & 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.

***November 12, 2003- Session 13***

**PAPER IS DUE**

Topic: Termination and practice evaluation

Required readings:

Hepworth et al., text- chapter 20

Austin, D.M. & Roberts, A.R. (2002). Clinical social work research in the 21<sup>st</sup> century (pp. 822-828). In A.R. Roberts & G.J. Greene, *The Social Workers' Desk Reference*, New York, NY: Oxford University Press

***November 19, 2003- Session 14***

Presentations of group projects

**FINAL EXAM (Week of December 8-11)**

**Take home portion is due at time of final exam**

## Paper

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 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. You may choose among the following topics:

- phases of practice (e.g., beginning, termination, etc.)
- open/subtle hostility or aggression from clients
- cultural/ethnic, racial, economic, sexual orientation, etc, differences between you and your client
- roles of practice: advocacy, teaching, counseling, etc.
- clients who evoke, "images" from one's past: parents, adolescence, siblings, peers, childhood, etc.
- "special" populations (e.g., disabled persons, the aged, children, etc.)
- others you may select (in conjunction with the instructor).

### **The paper will have three parts:**

I. Thoroughly define and describe the aspect of practice you selected.

II. Examine the roots of your perceived "difficulty" with this aspect of practice both by reviewing your own involvement and by reviewing the salient professional literature on the subject.

III. 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 (12 point font size) with at least five citations from the professional literature. Please discuss your topic with the instructor before beginning to write your paper.

**This paper is due no later than November 12, 2003.**

## **Group Project**

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 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.

For this project, the class will be 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 1) examine the cultural values of the clients presented in the role plays, 2) identify and discuss culture-bound beliefs and ineffective interventions, and 3) identify and discuss effective strategies supported by research for the cultural values and considerations covered in the case scenario.

All groups will read the following article in preparing for this group project:

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

**All role-plays will be presented in class on November 19, 2003.**