

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

SW-501: FOUNDATIONS OF SOCIAL WORK PRACTICE I

Course Outline

Fall 2003

Instructor: Christy Hickman, CMSW Email: chickma1@yahoo.com
Phone: 865-805-1664 Office hours: As arranged in class

VII. Course Requirements/Plan for Evaluation:

Mid-term exam: 25%

Final exam: 25%

Paper: 25%

Group project: 20%

Participation: 5%

Class attendance (including being on time), completion of all readings, and participation in class discussion are expected.

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

A Superior performance: 94-100

B+ Better than satisfactory performance: 90-93

B Satisfactory performance: 83-89

C+ Less than satisfactory performance: 79-82

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

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. (2002). Direct social work practice: Theory and skills. (6th edition). Brooks/Cole.

Other assigned readings are on reserve in Hodges Library.

IX. Course Content Outline:

8/25 Session 1 Introduction to the course and overview of assignments;

Lecture and discussion “What is social work?”

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

9/1 Labor Day—No class

9/8 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.

In-class video: The House that Jane Built

9/15 Session 3 Values, ethics, and practice dilemmas

Hepworth et al., Chp 4

NASW Code of Ethics

In-class video: Professional choices: Ethics at work

9/22 Session 4 The professional relationship in social work and overview of the helping process

Hepworth et al., Chp. 3

9/29 Session 5 Building the professional relationship: Basic helping skills I

Hepworth et al., Chp. 5 and 6

10/6 Session 6 Building the professional relationship: Basic helping skills II

Hepworth et al., Chp. 7, 18, and 19

10/13 Session 7 Midterm Exam

10/20 Session 8 Multidimensional assessment

Hepworth, Chp. 8 and Chp. 9

10/27 Session 9 Negotiating treatment goals and contracts

Hepworth et al., Chp. 12

In-class video on suicide risk assessment

11/3 Session 10 Change strategies

Hepworth et al., Chp. 13, 14, and 15

11/10 Session 11 Individuals in the context of groups and larger systems

Hepworth et al., Chp. 11

11/17 Session 12 I. Individuals in the context of their families

Hepworth et al. Chp. 10

II. Termination

Hepworth et al., 20

11/24 Session 13 Students present their group projects

12/1 Session 14 Course evaluations and final exam

X. Assignments:

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 consultation with the instructor).

Your final paper will consist of the following:

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 17, 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 20-30 minutes and a) present a 'before' role-play; b) present an 'after' role-play, and; c) lead a class discussion. All individuals must demonstrate their participation during the presentation. *In addition, each group will prepare a bibliography of their research and a short paper (3-6 pages APA format) briefly discussing the salient findings of this research.*

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 utilize 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.