

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

**SW-501: FOUNDATIONS OF SOCIAL WORK PRACTICE I  
Course Outline  
Fall 2004**

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**Course Requirements/Plan for Evaluation:**

On-line quizzes (10 @ 10 points each)	25% (100 pts.)
“Difficult aspect of practice” paper	20% (80 pts.)
Take-home final exam	20% (80 pts.)
On-line reaction to videos/articles (4 @ 10 points each)	10% (40 pts.)
Class discussion of case study	10% (40 pts.)
Multicultural practice demonstration	10% (40 pts.)
Attendance and participation	5% (20 pts.)

Students are expected to attend every class session. 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.

Dolgoff, R., Loewenberg, F.M. & Harrington, D. (2005). *Ethical decisions for social work practice* (7<sup>th</sup> Edition). Belmont, CA: Brooks/Cole-Thomson Learning.

Other assigned readings have been placed on library reserve and can be accessed on-line.

**IX. Course Content Outline:**

*Session 1 (Wed. class 8-18; Mon. class 8-23)*

Introduction to course, overview of assignments, brief history of the social work profession.

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

***Session 2 (Wed. class 8-25; Mon. class 8-30)***

Mission, and purpose of the social work profession; philosophy of direct practice; roles and tasks; NASW code of ethics and ethical problems in social work practice, ecological systems model; NASW standards for cultural competence in social work practice. Video: “Ethics in Action”

- Hepworth, et al., chapters 1 & 2
- Dolgoff et al., chapters 1 & 2
- NASW Code of Ethics
- NASW Standards for Cultural Competence in Social Work Practice
- Case study 1.1: “Ecologically oriented, competence-centered social work practice”

***Session 3 (Wed. class 9-1; Mon. class 9-13)***

Key ethical principles in social work practice I (e.g., informed consent, confidentiality, duty to warn)

Video: “Professional choices: Ethics at work”

- Hepworth et al., text- chapter 4
- Dolgoff et al., chapter 5
- Reamer, F.G. (2003). Boundary issues in social work: Managing dual relationships. *Social Work, 48*, 121-131.
- Abramson, M. (1996). Reflections in knowing oneself ethically: Toward a working framework for social work practice. *Families in Society, 77*(4), 195-201.

**\*\* Take quiz #1 before next class**

***Session 4 (Wed. class 9-8; Mon. class 9-20)***

Key ethical principles in social work practice II- maintaining professional boundaries, client rights; guidelines for ethical decision-making (i.e. ethical rules screen and ethical principles screen); the professional relationship in social work and overview of the helping process

- Dolgoff et al., chapters 3, 4, 6 & 9
- Hepworth et al., text- chapter 3

**\*\* Take quiz #2 before next class**

***Session 5 (Wed. class 9-15; Mon. class 9-27)***

Building the professional relationship: Basic helping skills I; empathic communication scale; a paradigm for responding authentically; verbal following and focusing skills; value neutrality and imposing values

- Hepworth et al., text- chapters 5, 6
- Dolgoff et al., chapter 7

***Session 6 (Wed. class 9-22; Mon. class 10-4)***

Building the professional relationship: Basic helping skills II; verbal and non-verbal attending behaviors, verbal barriers to effective communication, additive empathy skills, skills in confronting and interpreting.

- Hepworth et al., text- chapters 7, 18

- Case study 3.3 “Solution-focused therapy”

**\*\* Take quiz #3 before next class**

***Session 7 (Wed. class 9-29; Mon. class 10-11)***

Multidimensional assessment I: assessing for client strengths, questions to be answered in assessment, assessing use and abuse of alcohol and drugs, assessing cognitive/perceptual functioning, assessing emotional functioning, assessing affective disorders, assessing suicidal risk, assessing cultural factors and resources, assessing social support systems (SSSs).

- 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(8), 461-470.
- Case study 7.4 “Working with the urban poor”

**\*\* Take quiz #4 before next class**

***Session 8 (Wed. class 10-6; Mon. class 10-18)***

Multidimensional assessment II: diagnosis v. assessment; use and misuse of DSM IV; assessing for client strengths/reframing; assessing individuals in the context of their families, dimensions of family assessment

- Hepworth et al., text- chapter 10 (pp. 272-297)
- Cowger, C. D., & Snively, C. A. (2002). Assessing Client Strengths. In A.R. Roberts & G.J. Greene (Eds.), *The Social Workers’ Desk Reference* (pp. 221–225). New York, NY: Oxford University Press.
- Leedy, M. G. (1997). Effect of client gender and diagnostic label on clinical social workers’ assessments. *Arete*, 21, 1-12.
- Bogdan, R. & Taylor, S. (1976). The judged, not the judges: An insider’s view of mental retardation. *American Psychologist*, 47-52.
- McQuaide, S. (1999). A social worker’s use of the *Diagnostic and Statistical Manual*. *Families in Society: The Journal of Contemporary Human Services*, 80, 410-416.

**\*\* Take quiz #5 before next class**

***Session 9 (Wed. class 10-13; Mon. class 10-25)***

Negotiating intervention goals and contracts with clients; baseline measurement and evaluation; Change-oriented interventions I: the task-centered system

- Hepworth et al., text- chapters 12 & 13 (pp. 362-382)
- Case study 8.1 “Evaluating the treatment of a sexually assaulted child”

**\*\* Take quiz #6 before next class**

***Session 10 (Wed. class 10-20; Mon. class 11-1)***

Change-oriented interventions II: crisis intervention, cognitive restructuring, problem-solving process, social skills training, prevention approaches

- Hepworth et al., text- chapters 13 (pp. 382-398) & 14
- Case study 4.1 “Individual treatment of depression utilizing cognitive therapy”

**\*\* Take quiz #7 before next class**

***Session 11 (Wed. class 10-27; Mon. class 11-8)***

Developing resources, planning, and advocacy as intervention strategies; ethical problems in allocating limited resources, ethical dilemmas in advocacy; practice with individuals who are racially different from the social worker; practice with gay and lesbian clients

Video: "Growing up Gay"

- Hepworth et al., text- chapters 15
- Dolgoff et al., chapters 8 & 10
- Panitch, A. (1974). Advocacy in practice. *Social Work*, 326-332.
- Proctor, E.K., & Davis, L.E. (1994). The Challenge of Racial Difference: Skills for Clinical Practice. *Social Work*, 39, 314-323.
- Hess, P & Hess, H.J. (1998). Values and ethics in social work practice with lesbian and gay persons. In G. P. Mallow (Ed.) *Foundations of social work practice with lesbian and gay persons*. New York: Harrington Park Press.
- Case study 5.1 "The shelter: Every day is a struggle to keep the faith"

**\*\* Take quiz #8 before next class**

***Session 12 (Wed. class 11-3; Mon. class 11-15)***

Practice with individuals with physical disabilities; practice with elderly clients; the process of termination.

- Hepworth et al., text- chapter 20
- 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. 179-194). Boston: Allyn & Bacon.
- Giordano, J. A. (2000). Effective communication and counseling with older adults. *International Journal of Aging and Human Development*, 51, 315-324.
- Case study 5.3 : Friends don't really understand : The therapeutic benefit of social group work for caregivers of older persons

**\*\* Take quiz #9 before next class**

***Session 13 (Wed. class 11-10; Mon. class 11-22)***

Ethical dilemmas in a changing world; social work with selected client groups; compassion fatigue

- Dolgoff et. al., chapters 12 & 13
- Gentry, J.E. (2002). Compassion fatigue: The Crucible of transformation. *The Journal of Trauma Practice*, 1, 37-62.

**\*\* Take quiz #10 before next class**

***Session 14 (Wed. class 11-17; 11-29)***

Presentations of multi-cultural practice demonstrations

## **“Difficult aspect of practice” paper**

Is there a specific client group that you have had or anticipate having a particularly difficult time working with as a social worker? This paper is an opportunity to explore this “difficult aspect of practice” in a *candid and open* manner including how your own perceptions, attitudes, values, experiences, emotions, and stereotypes may have or that you anticipate will influence your ability to work with this particular client group. ***You must meet with the instructor to approve your topic.*** Some possible topics:

- Establishing rapport with a particular client group
- Terminating with a particular client group
- Dealing with open/subtle hostility or aggression from a particular client group
- Working with a client group that is different from you in relation to 1) culture/ethnicity, 2) SES status, 3) sexual orientation, etc,
- Advocating for a particular client group
- Clients who evoke, "images" from one's past: parents, adolescence, siblings, peers, childhood, etc.
- Unmotivated clients
- "Special" populations (e.g., disabled persons, the aged, children, etc.)

**Your paper must contain the following three parts. Please make sure you have a subheading for each of these three sections:**

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.*

**This paper is due no later than *Session 11 (Wed. class 10-27; Mon. class 11-8).* Grades on late papers will be penalized one letter grade (e.g., students who would have received an “A” will receive a “B” and students who would have received a “B+” or “B” will receive a “C”).**

### **Multicultural Practice Demonstration**

The purpose of this group project is to involve students in cross-cultural research and to provide an opportunity for students to apply knowledge about other cultural values and patterns of relationships in multicultural practice. As a result of this project, all students should have an enhanced awareness of a variety of cultural values and how these cultural differences impact upon the helping process.

For this project, the class will be divided into 4-5 groups (i.e., African-American, Asian/Pacific Islander, Hispanic/Latino, Islamic, poor rural white). Groups will research the culture of the racial/ethnic group for their case situation. Each group will lead the class for 30 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 during class on session 14 (Wed. class 11-17; Mon. class 11-29)**