

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

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

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Office hours: Monday 12:00-1.30. & T Tuesday 10-12 and by Appointment

TEXTS:

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

Hepworth, D.H., Rooney R.H. and Larsen. J. A. (2004) Direct Social Work Practice: Theory and Skills. 7th edition. Wadsworth Publishing Co., Belmont. CA.

COURSE OUTLINE

Week 1. Introduction to social work practice and overview of the course. Review course content, term paper criteria, & Library reserve.

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.

No class 9/6/04 and 9/7/04

Week 2 - 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

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:

Freud, S. (1999). The social construct of normality, 80 (4), pp. 333-339:

Families- in- Society.

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

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

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.

Week 3 Social Work Values and Ethics

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

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

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.

Readings:

Kadushin, G. & Egan, M., (2001). Ethical dilemmas in home care: A social work perspective. Health and Social Work 26 (3)

Galambos, C. (1997) Resolving ethical conflicts in providing case management services to the elderly. Journal of Gerontological Social Work 27 (4)

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.

Week 4 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.

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: 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?

Week 5- Chapter 5, Relationship-Building Skills: Communicating with Empathy & Authenticity

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 - Chapter 5, Relationship-Building Skills:

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.

Video Clip: Interviewing in action

Week 6- Following, Exploring, and Focusing Skills in interviewing.

Read: Hepworth, Rooney and Larsen - Chapter 6, Verbal Following, Exploring, and Focusing Skills, Chapter 7, Eliminating Counterproductive Communication Patterns.

Readings:

Devore, W. And E.G. Schlesinger (1996) Ethnic Sensitive Social Work

Practice. Allyn and Bacon; Boston. Chapter 6, Approaches to Social Work Practice and the ethnic reality

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. **Begin** Role play use of skills; handout vignette.

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

Week 7 - Exploration and engagement - The social work relationship

Read: Hepworth, Rooney and Larsen - Chapter 18, Additive empathy, interpretation and confrontation.

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.

Activity: Role play use of skills

Paper due (October 11 -12th)

Week 8 - Social Work Assessment

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

Midterm Exam

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.

Coon, D. W., Rider, K., Gallagher-Thompson, D. & Thompson, L. (1999). Cognitive-behavioral therapy for the treatment of late-life distress. In Duffy, M. (ed.) Handbook of Counseling and Psychotherapy with Older Adults. New York: John Wiley & Sons Inc., pp 487-510.

Video - Brief psychotherapy

Activity: Review generic psychosocial assessment handout.

Week 9- 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. Complete exercise on marital goal setting

Two Models of Social Work Intervention

A. Task Centered Treatment

B. Crisis Intervention

Week 10- 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.

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

Activity: Case example and a tool for applying theory

Video: Approaches to therapy (30 min.) Explains the three types of psychotherapy: psychodynamic, humanistic, and cognitive-behavioral.

Week 11 - 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.

Activity - Continue role-play application of the task centered model.
Class Presentations

Week 12- Crisis Intervention

Readings:

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

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

Week 13 - 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.

Activity- Class Presentations continued.

Week 14 - Review of material. Group discussion.

Evaluation and termination

Activity - Presentations continued.
Course review and evaluation

Course Requirements:

Attendance. Students are expected to attend, be on time, and actively involved in class sessions. All of you are adults, have many responsibilities, and must make difficult time management decisions. I trust that if you miss a class or come ill prepared (mentally absent) it is for a good reason. Therefore, I do not need a reason/excuse for your absence. However, I do have a set formula for absences:

One Absence - No problem, we all have things that come up.

Two Absences - Highest grade attainable is a B+

Three Absences - Highest grade attainable is a B+ as no points for attendance will be given

Four + absences - will require withdrawing from the class and will likely result in the student earning a failing grade. Please, see me with any attendance issues.

Readings. Students are expected to complete all assigned reading *before* class, & be prepared to ask and answer questions, as well as contribute to classroom/group discussions.

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

Competency Assessments. These will be several short homework assignments related to the class session's learning objectives. Students must complete the competency assessments. The first assessment can be taken as many times as needed to obtain a grade above 85% while the others will be one time administrations. Total scores from all assessments will be averaged for a total grade that will represent 20% of your grade.

Assignment 1 – Term paper Reflective Self -Assessment (beliefs and value analysis- 20% of grade. (See sample papers posted on UTOonline, and also see below) Due 10/12/04

Assignment 2 - Client Assessment - 20% of the final grade. Skills demonstration for class in addition to assessment including: client psychosocial history, mental status, assessment and plan. Due during the last four sessions, please see more additional information below.

Part A (10 points) The presentation will demonstrate counseling skills (Video is encouraged using role-play for vignette of skills related to assessment and/or interventions, camera and computer available. You will be able to work in groups taking turns as clinician versus client **but your video will be you as the clinician** with someone else as the client, as the purpose is for you to demonstrate the interviewing skills learned in class.

Part B (10 points) Each student should write a unique assessment of the client system to be presented as an individual assignment. A three page single spaced assessment with the appropriate information and a plan that includes the client goals (See sample assessments posted at UTOonline).

Midterm exam- 30% of the grade. It will be administered online at week 8 (October 18-19).

The grading scale is as follows:

A	93-100
B+	88-92.9
B	80-87.9
C+	77-79.9
C	70-76.9
D	60-69.9
F <	60

Major Assignment criteria

Term paper- 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:

- 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)
- Resistance to engagement: open/subtle hostility from clients

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. You should write in first person and it is helpful to include a personal dimension of how this problem/situation may have touched your life somehow. Grading is based on grammar, appropriate exploration of the selected topic, use of the literature review, and soundness of your plan. The paper is due October 12th. See sample papers posted online for examples.

Client Assessment Presentation Assess a client (real or imaginary) using techniques discussed in class and in the Hepworth book (Ch 8, 9, 10).

Part A- 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. Each student should write a unique assessment of the client system to be presented and this is to be an **individual assignment**. A three page single spaced assessment with the appropriate information and a plan that includes client goals and recommendations is expected (see handout sample and outline).

Part B- The role-play/video will demonstrate particular skills covered in class; example(s): rapport building, use of probes, reflection, paraphrasing, conveying empathy, interpretation, and confrontation (you should demonstrate at least one interpretation and one confrontation). Digital Camera equipment and software is available, but role plays are also allowed. Performance feedback will be provided by both students and the instructor, however, the instructor will record grading.. This should be a 10 minute presentation, where you will be the clinician. Groups of 2-4 persons can work together and switch roles but this is an **individual assignment**.