

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

**SW501 - FOUNDATIONS OF SOCIAL WORK PRACTICE I**

Course Outline

Fall 2005

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TEXTS:

Loewenberg, Frank M., Dolgoff, R. and Harrington, D. (2000) Ethical Decisions for Social Work Practice. 7<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 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. Attendance and Participation in class discussion and activities is expected as at least a demonstration of Students motivation.

**COURSE OUTLINE**

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

**WEEKLY ACTIVITY** – One person will report on each reading from the listed articles, and another person (responder) 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. The responder will be required to ask at least one thought provoking question or concern regarding the reading. See sign -up sheet.

**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.

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)

Week 2 Continuation from last week

**Readings:**

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

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).

**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.

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

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 and 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-

**Read:** Hepworth, Rooney and Larsen - Chapter 6, Verbal

Following, Exploring, and Focusing Skills and Focusing Skills, Chapter 7, Eliminating Counterproductive Communication Patterns.

**Readings:**

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

Week 8 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.

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.) Call# RC480.5.A72 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.

Presentations continued.

Week 14 Review of material. Group discussion.

Evaluation and termination

Activity - Presentations continued.

Course review and evaluation

Grading

Assignment 1 – Term paper Reflective Self -Assessment (beliefs and value analysis- 25% of grade. (See sample papers posted on UTOonline)

Assignment 2 - Client Assessment - 25% of the grade. Class presentation with assessment. 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) (See sample assessments posted at UTOonline) (10%) One video or presentation per

group. Each student should write a unique assessment of the client system to be presented and this is to be an individual assignment. (15%) A three page single spaced assessment with the appropriate information and a plan that includes goals is expected (see handout sample and outline).

Chapter study questions- 10% of the grade. 10 points for scoring at or above the threshold scores on the assigned study questions 0 points for not completing assigned questions at the designated threshold levels.

Midterm exam- 30% of the grade. It will be administered online.

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

Instructor assessment of skill demonstrations and ability for interpersonal social work 10%

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

### **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. 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 early October. **See sample papers posted online for examples.**

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

A) 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 (MSE) information, previous mental health history if known, and a plan to address the problem situation. B) Conduct a short role play interview. The role-play/video will demonstrate particular skills covered in class; example(s): rapport building, conveying empathy, interpretation, and confrontation (YOU MUST DEMONSTRATE AT LEAST ONE INTERPRETATION AND ONE CONFRONTATION). 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.

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 samples and outline).