

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

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

Course Outline

Fall 2006

*Instructors – Dr. Michael Sullivan, Rm. E610*

&

*Sarah Hamil, LCSW*

*Time: Monday Night 5:30-8:30 Rm. 249*

*Tuesday 9:00-12:00 Rm. 249*

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*Office hours: Monday 10:00-12:00 & 5-5:30 before class and by Appointment*

*Tuesday 10:00- 2:00 and by Appointment*

**TEXTS:**

Dolgoff, R. Loewenberg, F. & Harrington, D. (2005) Ethical Decisions for Social Work Practice. 7<sup>th</sup> edition. F.E. Peacock. Itasca, Illinois. (On Library Reserve)

Hepworth, D.H., Rooney R.H., Rooney, G., Gottfried, K., and Larsen. J. A. (2006) Direct Social Work Practice: Theory and Skills. 7th edition. Wadsworth Publishing Co., Belmont. CA.

**COURSE OUTLINE**

**Course Requirements:**

Students are expected to prepare for class by reading assigned readings prior to class and actively participate in class activities and discussions using critical thinking skills. Regular class attendance provides continuity to learning and integration of the course content. Participation in class discussion and activities will enhance both individual and group learning. Understanding and conveying the interviewing skills (Hepworth text chapters 5, 6 and 7) and the assessment process (Hepworth text chapters 8 and 9) are critical for your successful completion of this course.

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

**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 Text:** Hepworth; Chapter 1, The Challenges of Social Work (meaning you will have already read this prior to this week's class)

Week 2

Continuation from last week (Monday class responsible for reading material)

**Read Text:** Hepworth; 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.

Carlton-LaNey, Iris. (1999). African American Social Work Pioneers' Response to Need. *Social Work*. V.44/9.

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](http://www.NASW.COM))
- C. Decision screen for conflicts and dilemmas

**Read Text:** Hepworth: Chapter 4, Operationalizing the Cardinal Social Work Values.

Dolgoff: Chapter 2, Values and Professional Ethics and chapter 3, Guidelines for Ethical Decision Making. (On Library Reserve)

**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)

Smith, R. C.; Dwamena, F. C.; Fortin, A.H. 2005. Teaching Personal Awareness. *Journal of General Internal Medicine*, 20, 2, 201-208.

**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 Text:** Dolgoff : 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.

**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 Text:** 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.

[Pike-C-K](#); [Bennett-R](#); [Chang-V](#). 2004. Evaluation of two interviewing skills measures: an instrument validation study. Advances in Social Work. 5(1): 61-75.

**Video Clip:** Interviewing in action

Week 6

**Read Text:** Hepworth- Chapter 5: Building blocks of communication: Communicating with Empathy and authenticity, Chapter 6, Verbal Following, Exploring, and Focusing Skills and Focusing Skills,

## **Readings:**

Trusty, Jerry; Ng, Kok-Mun; Watts, Richard E. 2005. Model of Effects of Adult Attachment on Emotional Empathy of Counseling Students. *Journal of Counseling & Development*, 83, 1, 66-78,

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 Processes

### Week 7

Exploration and engagement - The social work relationship

**Read Text:** Hepworth Chapter 7, Eliminating Counterproductive Communication Patterns. 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*.

Moyers, T. B., Miller, W. R., & Hendrickson, S. M. L. (2005). How does motivational interviewing work? Therapist interpersonal skill predicts client involvement within motivational interviewing sessions. *Journal of Consulting Psychology and Clinical Psychology*, 73, 590-598.

**Activity:** Role play use of skills

### Week 8

Social Work Assessment

Read Text: Hepworth: - Chapter 8, Exploring and Understanding Client Problems and Strengths and Chapter 9, Assessing Intra personal and Environmental Factors.

## **Readings:**

Cowger, C. D. (1994). Assessing Client Strengths: Clinical Assessment for Client Empowerment. *Social Work*. 39:3.

Estrada, Ana Ulloa; Durlak, Joseph A.; Juarez, Scott C. 2002. Developing Multicultural

Counseling Competencies in Undergraduate Students. *Journal of Multicultural Counseling & Development*, 30, 2, 110-124

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 Text:** Hepworth- 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:** Role-play examples. Complete the exercise on marital goal setting

Review two models of Social Work interventions

A. Task Centered Treatment

B. Crisis Intervention

Week 10-

Interventions in social work practice

**Read Text:** Hepworth, Rooney and Larsen. Chapter 13, Planning and Implementing Change-Oriented Strategies; and Chapter 14, Developing Resources and Advocacy as Intervention Strategies.

**Readings:**

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:** Work with involuntary clients: The middle phase

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.

**Video:** Topic: Short-term therapy TBA

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 Text:** Hepworth- chapter 19, The Final Phase: Evaluation and 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)

Chapter study questions- 10% of the grade. You will receive all 10 points for scoring at or above the

threshold scores.

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.

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 somehow touched your life. 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 the week of October 2nd. See sample papers posted online from ideas past students.

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

This assignment has two parts 1) complete a thorough assessment to be handed in at the time of the presentation, and a video or role play presentation demonstrating clinician skills.

1) 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 information, previous mental health history if known, and a plan to address the problem situation that includes both short-term and long-term goals. The length should be approximately 3 pages and samples are available on UTOonline. 2) This part consists of a 10 minute presentation. You can use either a video or a role-play, and you must be the clinician. Your client can be another student or someone outside of CSW. The role-play/video will demonstrate

both general and specific skills covered in class; example(s): general skills include rapport building, conveying empathy, and specific skills are using additive empathy (interpretation), and confrontation (**you must demonstrate at least one interpretation and one confrontation**). Digital Camera equipment is available, and a room will be set up for videotaping (sign up sheet will be provided) and you need to furnish a VHS tape for your use. Performance feedback will be provided by both students and the instructor, grading will be recorded by the instructor.