

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

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

Course Outline  
Fall 2006

**Instructor:** Christy Hickman, CMSW  
**Office:** 325 Henson Hall  
**Office hours:** Tuesdays & Thursdays 1:00 – 2:00pm  
Mondays 5:30 – 6:30or by appointment  
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**Course Requirements/Plan for Evaluation:**

|   |            |
|---|------------|
| Quizzes (4 @ 25 points each)                                | 100 points |
| “Difficult aspect of practice” paper                        | 100 points |
| Take-home final exam  | 85 points  |
| On-line reactions to videos/articles (4 @ 5 points each)    | 20 points  |
| Class discussion of case study                              | 25 points  |
| Multicultural practice demonstration/Annotated bibliography | 40 points  |
| Attendance & participation                                  | 30 points  |

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* (7th 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 (August 28)***

Introduction to course: review syllabus & assignments; the helping relationship; critical thinking

### ***Session 2 (September 11)***

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

- Hepworth, et al., chapters 1 & 2
- Dolgoff et al., chapters 1 & 2
- NASW Code of Ethics
- Case study 1.1: “Ecologically oriented, competence-centered social work practice”

### ***Session 3 (September 18)***

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

- Hepworth et al., text chapter 4
- Dolgoff et al., chapter 5
- Abramson, M. (1996). Reflections in knowing oneself ethically: Toward a working framework for social work practice. *Families in Society*, 77(4), 195-201.

**\*\* Respond to discussion board # 1 before next class**

### ***Session 4 (September 25)***

Key ethical principles in social work practice (maintaining professional boundaries, guidelines for ethical decision-making; overview of the helping process)

- Dolgoff et al., chapters 3, 4, 6 & 9
- Hepworth et al., text chapter 3
- Reamer, F.G. (2003). Boundary issues in social work: Managing dual relationships. *Social Work*, 48, 121-131.

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

### ***Session 5 (October 2)***

Multidimensional assessment: assessing for client strengths, questions to be answered in assessment, assessing intrapersonal and environmental factors.

- 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”

### ***Session 6 (October 9)***

Diagnosis v. assessment; use and misuse of DSM IV; NASW standards for cultural competence in social work practice

- 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.

**\*\* Respond to discussion board # 2 before next class**

**Session 7 (October 16)**

Empathic communication scale & additive empathy

- Hepworth et al., text chapter 5 (pp. 94-106) & chapter 17 (pp. 522-528)
- Dolgoff et al., chapter 7

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

**Session 8 (October 23)**

Negotiating intervention goals and contracts with clients; baseline measurement and evaluation

- Hepworth et al., text chapter 12
- Case study 8.1 “Evaluating the treatment of a sexually assaulted child”

**Session 9 (October 30)**

Change-oriented interventions: the task-centered system & cognitive restructuring

- Hepworth et al., text chapter 13 (pp. 362-380 & pp. 391-403)
- Case study 4.1 “Individual treatment of depression utilizing cognitive therapy”

**\*\* Respond to discussion board # 3 before next class**

**Session 10 (November 6)**

Change-oriented interventions: solution-focused treatment & crisis intervention.

- Hepworth et al., text chapter 13 (pp. 380-391 & pp. 403-407)
- Case study 3.3 “Solution-focused therapy:

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

**Session 11 (November 13)**

Linking micro and macro practice, enhancing support systems and advocacy; practice with individuals who are racially different from the social worker; practice with gay, lesbian, bi-sexual, transgender (GLBT) clients

- Hepworth et al., text chapter 14
- Dolgoff et al., chapters 8 & 10
- 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”

**\*\* Respond to discussion board # 4 before next class**

**Session 12 (November 20)**

**“Difficult aspect of practice” paper is due**

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

- Hepworth et al., text- chapter 19
- 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

### **Session 13 (November 27)**

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 #4 before next class**

### **Session 14 (December 4)**

Multi-cultural practice demonstrations

## **Assignment Descriptions**

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

Ethical social work practice requires that the social worker be aware of and effectively manage her/his own issues to avoid these issues contaminating the helping relationship.

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:**

Thoroughly define and describe the aspect of practice you selected. Your definition and description should include professional meanings and characterizations in addition to any personal perspective you may have. You should also include any NASW Code of Ethics considerations regarding the aspect of practice you select. **(30 points)**

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.

Your exploration of your own involvement with this issue/population/etc. 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.

Reviewing the salient professional literature may include information on evidence-based practice techniques, a deeper understanding of the issue/population/etc. **(30 points)**

The final section should be a thoughtful description of the personal plan you have devised to address this perceived deficit. This plan should be thorough enough to help lead you toward managing your difficult aspect of practice. While it may include “seeking out supervision” this can be only one aspect of your plan. Your description of your plan should reflect that it is based on what you learn from your review of the professional literature. **(30 points)**

The paper should be in APA format and approximately 6-10 pages in length (12 point Times New Roman font) *with at least five citations from the professional literature.* **(10 points)**

**This paper is due no later than Session 12 (November 20<sup>th</sup>).** *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**