

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

**SW 522 INTRODUCTION TO SOCIAL WORK PRACTICE
Mondays 1:35 to 5:35 PM (4 Credit Hours)**

Registration Restriction: Admitted Master of Science in Social Work (MSSW) students

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Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.utk.csw.edu).

The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*, 2007).

Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 191 Hoskins Library (865-974-6087). This will ensure that you are properly registered for services.

Course Description:

This is a required foundation course. Historic and contemporary contexts of social welfare. The profession's distinctive mission, history, values and ethical standards, and multiple roles with individuals, families, groups, organizations, and communities are examined using local to international comparisons. Theories are examined in the context of critical thinking and evidence-based practice. Defines generalist practice philosophy, methods, roles. Emphasizes skills (i.e., interpersonal communication, relationship building, power analyses, assertiveness, conflict management) that are essential to problem identification, assessment, and intervention with all client systems (individuals, groups, organizations, communities), and with other professionals and decision-makers. Uses local to international examples to translate theory and evidence-based knowledge into practice that is competent, ethical, culturally affirming, and empowering.

The commitment of the profession of social work to practice with culturally diverse, vulnerable, and at-risk populations and to promote economic and social justice is infused

within the topical areas of this course. It is an introduction to direct and indirect social work practice roles and models, with an emphasis on generalist practice within a strengths and ecological/systemic theoretical perspective. The professional use of self, interpersonal communication, and relationship building skills are emphasized, including empathic communication skills, mutuality, and diagnostic and strength-based assessment paradigms to assist with goal and comprehensive plan formation. The course will socialize students to core components and similarities and differences in basic problem solving processes (problem definition, assessment, goal planning, intervention, and termination) with individuals, families, small groups, organizations and communities. Examples of practice models and interventions include motivational interviewing techniques, the solution-focused approach, feminist models, task-centered, cognitive-behavioral and crisis interventions. Generalist social work practice and practice roles are examined in the context of communities and organizations.

Course Rationale

Problem-solving processes and planned change form the knowledge and practice skill base for professional functioning. This course serves a socialization function by assisting students with their integration of theory and social work practice knowledge with client/client system needs, problems, and assets. The course also assists students to understand both their personal and professional values, and how these values transcend into their work with clients. This is a foundation course to prepare students to apply a generalist perspective to social work practice.

Course Competencies: By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

1. Articulate social work history, mission, and its unique contributions as a profession including its focus on vulnerable, at-risk populations and its commitment to social and economic justice. (*content: definition and historical development of social work practice; similarities and differences with other helping professions; knowledge base (e.g., person-in-environment perspective, focus on strengths, capacities, & resources, methods & techniques with clients); spectrum of practice modalities and practice roles (e.g., direct service provider, broker, coordinator, mediator, negotiator, facilitator, case advocate, and change agent); practice in local to global contexts); value and ethical foundation of social work practice).*
2. Articulate methods of engaging, maintaining, and appropriately terminating helping relationships with diverse clients/client systems in a variety of social work settings using a culturally affirming, generalist, ecological perspective. (*content: definitions of clients and client systems (i.e., individuals, families, small groups, organizations, communities); similarities and differences in direct and indirect problem solving models and processes (e.g., problem identification, assessment, intervention, evaluation, and termination); assuming appropriate practice roles with diverse individuals, families and small groups; influence of cultural, social, economic similarities, differences, and disparities on problem solving processes; pre-planning and planning strategies for small group work*

(i.e., client screening, sponsorship, agency influences, resources, recruitment, consents, confidentiality); types of small groups (i.e., support, psycho-educational, task groups).

3. Conduct comprehensive state-of-the-art assessments using a cultural, ecological, transactional, and developmental framework and current technologies that focus on the needs, strengths, capacities, assets and resources of client systems in relation to their broader environments. *(content: similarities, differences, and core elements of client/client systems (i.e., individuals, groups, organizations, communities); assessments with regard to direct and indirect practice; culturally affirming, evidenced-based assessment (i.e., identification of issues, problems, needs, resources, & strengths/assets); identify access & barriers to resources, use of information technology sources); collection, organization, and interpretation of multiple sources of data pertinent to an ecological perspective that takes into account culture, race, socioeconomic class, gender, sexual orientation, stage of development, spiritual needs and perspectives, and physical and mental functioning; defining assessment versus diagnosis; evidenced-based interviewing and relationship building techniques (i.e., motivational interviewing, online interviewing).*

4. Describe generalist practice skills including relationship building, communication and interviewing, negotiating and conflict management skills to enter and maintain relationships with diverse client systems *(content: similarities and differences in interpersonal communication and relationship building skills in direct and indirect practice (i.e., case management, counseling, advocacy), including active listening, additive empathy, clinical confrontation, mutuality; motivational interviewing techniques; persuasion, maintaining autonomy, articulation of interests, affiliation, agenda-setting, assertiveness, negotiating, contracting, conflict management, power analyses (i.e., types, sources, and assessment tools) regarding power in professional relationships with clients, colleagues, and other decision-makers).*

5. Compare & contrast evidence-based theories/approaches/interventions and models of social work practice with clients/client systems in relation to their congruence with social work values, attention to all forms of diversity, and evidence-bases. *(content: strengths and empowerment perspective; generalist models/approaches include: gender-sensitive/feminist models, task centered, crisis intervention, solution focused, cognitive-behavioral, small group work in the context of agencies, communities and organizations; selection and critical evaluation of effective change-oriented interventions with systems of all sizes utilizing culturally acceptable resources for help/help seeking processes).*

6. Identify personal biases and demonstrate the appropriate use of self in social work practice with diverse populations in light of professional values and the social work Code of Ethics. *(practitioner self-awareness, self-assessment, and conscious use of self in professional relationships with clients, colleagues, and other decision-makers; recognition of facilitating factors and potential areas of conflict; planning for evaluation of one's own practice; identification and maintenance of appropriate personal conduct and professional boundaries in keeping with applicable laws and professional standards and ethics; self care including stress and time management; assessment of power*

sources, types, and differentials in professional relationships with clients, colleagues, and others; assessment of types of workplace discrimination, bullying and harassment; assertiveness; lifelong learner and professional development).

Course Requirements/Plan for Evaluation:

Class presentation on topic of interest.....	10%	(40 pts.)
Mid-term exam (Units 1 &2).....	20%	(80 pts.)
Final exam (Units 3 & 4).....	20%	(80 pts.)
Organizational analysis paper.....	20%	(80 pts.)
Direct practice assessment assignment.....	20%	(80 pts.)
Attendance/participation.....	10%	(40 pts.)

Students are expected to attend every class session. Regular and on-time attendance is considered professional behavior. Students are expected to remain in class until the completion of the class period. It is essential that students notify the instructor **by e-mail** 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)

Required Texts:

Mattaini, M.A. & Lowery, C.T. (2007). *Foundations of Social Work Practice: A Graduate text (4th Ed.)*. Washington, DC: NASW Press.

Other assigned readings can be accessed on-line through the Hodges library website.

Course Content Outline:

Session 1 (Aug. 27)

Introduction to course, overview of assignments

Unit I- History of the Social Work Profession, The Profession’s Historical Commitment to Social and Economic Justice, Professional Values & Ethics

Session 2 (Sept. 10)-- History, mission, and the unique contributions of the social work profession; the profession’s historical focus on vulnerable, at-risk populations and commitment to social and economic justice;); culturally responsive social work practice

Required readings:

*Chapter 7 of Mattaini & Lowery text- Compassion, Control, and Justice in Social Work History

*Chapter 3 of Mattaini & Lowery text - Social justice and international human rights

“Clinical social work practice: Political and social realities” (chapter 115 from *Social Workers’ Desk Reference* by A.R. Roberts & G.J. Greene eds.)

*Appendix B of Mattaini & Lowery text - Universal Declaration of Human Rights (pp. 443-449)

*Chapter 5 of Mattaini & Lowery text - Diversity, ethnic competence, and social justice

“Pathways to health and mental health care: Guidelines for culturally competent practice” (chapter 9 from *Social Workers’ Desk Reference* by A.R. Roberts & G.J. Greene eds.)

Brown, E.L. (2006). Knowing, valuing and shaping one’s culture: A precursor to acknowledging accepting and respecting the culture of others. *Multicultural Education*, 14, 15-19.

Session 3 (Sept. 17)—NASW Code of Ethics; identification of personal values, ethics and biases

Required readings:

*Chapter 4 of Mattaini & Lowery text - Professional values and ethics

*Appendix A of Mattaini & Lowery text - NASW Code of Ethics (pp. 417-441)

“Ethical issues in social work” (chapter 11 from *Social Workers’ Desk Reference* by A.R. Roberts & G.J. Greene eds.)

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

“The professional relationship: Limits, dilemmas, and problems” (chapter 9 from *Ethical decisions for social work practice, 7th ed.* by R. Dolgoff, F.M. Loewenberg, & D. Harrington).

Session 4 (Sept. 24) –Ethical dilemmas in social work practice; guidelines for ethical decision-making; professional boundaries & dual relationships; the appropriate use of self in social work practice with diverse populations in light of professional values and the social work Code of Ethics.

Required readings:

“Guidelines for ethical decision-making: Concepts, approaches, and values” (chapter 3 from *Ethical decisions for social work practice, 7th ed.* by R. Dolgoff, F.M. Loewenberg, & D. Harrington).

“Guidelines for ethical decision-making: The decision-making process and tools” (chapter 4 from *Ethical decisions for social work practice, 7th ed.* by R. Dolgoff, F.M. Loewenberg, & D. Harrington).

Reamer, F.G. (2003). Boundary issues in social work: Managing dual relationships. *Social Work, 48*, 121-131.

“Social work in an era of managed care” (chapter 3 from *Social Workers’ Desk Reference* by A.R. Roberts & G.J. Greene eds.)

“Online social work: Ethical and practical considerations” (chapter 14 from *Social Workers’ Desk Reference* by A.R. Roberts & G.J. Greene eds.)

Unit 2- Theoretical Underpinnings and Knowledge Base for Generalist Social Work Practice

Session 5 (Oct. 1)—Critical thinking and social work practice; the complexity of social work; spectrum of practice modalities and practice roles (e.g., direct service provider, broker, coordinator, mediator, negotiator, facilitator, case advocate, and change agent); theories, approaches, and models of social work practice with clients/client systems (i.e., psychosocial practice, ecological practice, ecobehavioral practice, alternative models, strengths and empowerment perspective, gender-sensitive/feminist models, general systems theory and the ecosystems perspective) and their congruence with social work values, attention to all forms of diversity, and evidence-bases; social work practice guidelines; ecomaps; client empowerment and the strengths perspective, prevention approaches

Required readings:

“The need for critical thinking in clinical practice” (chapter 1 from *C Improving the quality of judgments and decisions critical thinking in clinical practice: Improving the quality of judgments and decisions* by E. Gambrill)

“Sources of influence on decisions that clinicians make” (chapter 2 from *Critical thinking in clinical practice: Improving the quality of judgments and decisions* by E. Gambrill)

*Chapter 1 of Mattaini & Lowery text - Foundations of Social Work Practice

“Assessing client strengths” (chapter 40 from *Social Workers’ Desk Reference* by A.R. Roberts & G.J. Greene eds.)

Jenson, J.M. (2007). Research, advocacy, and social policy: Lessons from the risk and resilience model. *Social Work Research, 31*, 3-5.

“Guidelines for empowerment-based social work practice” (chapter 72 from *Social Workers’ Desk Reference* by A.R. Roberts & G.J. Greene eds.)

“Feminist issues and practices in social work” (chapter 24 from *Social Workers’ Desk Reference* by A.R. Roberts & G.J. Greene eds.)

Session 6 (Oct. 8)-- Overview of the helping process and the generalist practice skills of engagement, establishing rapport, active listening, interviewing & exploring, evidenced-based interviewing and relationship building techniques (i.e., motivational interviewing,

online interviewing); negotiating and conflict management skills with diverse client systems; confrontation & assertiveness skills

Required readings:

*Chapter 2 of Mattaini & Lowery text - Perspectives for Practice

“Building blocks of communication: Communicating with empathy and authenticity” (chapter 5 from *Direct social work practice: Theory and skills* by D.E. Hepworth et al.,)

DiClemente, C.C., Bellino, L.E. & Neavins, T.M. (1999). Motivation for change and alcoholism treatment. *Alcohol Research & Health*, 23, 86-92.

“Mediation and conflict resolution” by John Allen Lemmon (chapter 52 from *Social Workers’ Desk Reference* by A.R. Roberts & G.J. Greene eds.)

Session 7 (Oct. 15)--Comprehensive state-of-the-art generalist practice assessments including the collection, organization, and interpretation of multiple sources of data; constructing an ecomap; program planning, design, and development; proposal writing; monitoring social work practice

Required readings:

*Chapter 13 of Mattaini & Lowery text - Generalist Practice: People and Programs

“Guidelines for conducting a biopsychosocial assessment” (chapter 36 from *Social Workers’ Desk Reference* by A.R. Roberts & G.J. Greene eds.)

“Assessment” (chapter 3 from *The practice of social work: A comprehensive worktext 8th Ed.* by C. Zastrow)

*Chapter 6 of Mattaini & Lowery text - Monitoring Social Work Practice

Unit 3- Indirect/Macro Social Work Practice

Session 8 (Oct. 22) Midterm Exam

Macro practice roles; issues of power & control; strengths perspective in macro practice; client advocacy; social supports; case management; environmental interventions

Required readings:

“Defining macro practice” (chapter 1 from *Macro social work practice: A strengths perspective* by D.D. Long, C.J. Tice & J.D. Morrison)

“An overview of case management” (chapter 85 from *Social Workers’ Desk Reference* by A.R. Roberts & G.J. Greene eds.)

“Client advocacy at the macro level” (chapter 3 from *Macro practice: A generalist approach (8th Ed.)* by M.D. Nair & R. Brody)

“Principles and practice guidelines for social action” (chapter 97 from *Social Workers’ Desk Reference* by A.R. Roberts & G.J. Greene eds.)

“Understanding community and organizational problems” (chapter 3 from *Social Work Macro Practice 3rd Ed.* by F.E. Netting, P.M. Kettner & S.L. McMurtry)

“Selecting appropriate strategies and tactics” (chapter 10 from *Social Work Macro Practice 3rd Ed.* by F.E. Netting, P.M. Kettner & S.L. McMurtry)

Session 9 (Oct. 29)- Social work in organizations; key components of organizations; organizational practice; contemporary perspectives of organizations (e.g., power and politics, organizational culture, contemporary organizational theories); relations with professional colleagues; ethical dilemmas within bureaucratic organizations; workplace discrimination, bullying and harassment; organizational assessment and analysis

Required readings:

*Chapter 12 of Mattaini & Lowery text - Social Work with and in Organizations

“Social work with organizations” (chapter 9 from *The practice of social work: A comprehensive worktext 8th Ed.* by C. Zastrow)

“Analyzing human service organizations” (chapter 8 from *Social Work Macro Practice 3rd Ed.* by F.E. Netting, P.M. Kettner & S.L. McMurtry)

“Bureaucratic and work relationships” (chapter 10 from *Ethical decisions for social work practice, 7th ed.* by R. Dolgoff, F.M. Loewenberg, & D. Harrington).

Session 10 (Nov. 5)- Social work in communities; defining community; models of community practice; community assessment and mapping; strategies for community empowerment; challenging social systems

Required readings:

*Chapter 11 of Mattaini & Lowery text - Social Work with Communities

“Community practice models for the 21st century” (chapter 96 from *Social Workers’ Desk Reference* by A.R. Roberts & G.J. Greene eds.)

“Social work community practice” (chapter 10 from *The practice of social work: A comprehensive worktext 8th Ed.* by C. Zastrow)

“Understanding communities” (chapter 5 from *Social Work Macro Practice 3rd Ed.* by F.E. Netting, P.M. Kettner & S.L. McMurtry)

“Grassroots organizing: Empowering the needy” (chapter 20 from *Macro practice: A generalist approach (8th Ed.)* by M.D. Nair & R. Brody)

Unit 4- Direct Social Work Practice

Session 11 (Nov. 12) Organizational Analysis Paper is due

Comprehensive ecological assessments of individual clients (i.e., culture, race, socioeconomic class, gender, sexual orientation, stage of development, spiritual needs and perspectives, physical and mental functioning, social supports); genograms;

assessment vs. diagnosis; use and misuse of DSM IV; individual therapies/approaches (i.e., task centered, crisis intervention, solution focused, cognitive-behavioral); working with mandated/involuntary clients; crisis intervention; interviewing for solutions

Required readings:

*Chapter 8 of Mattaini & Lowery text - Social Work with Individuals

“Social work with individuals: Counseling” (chapter 5 from *The practice of social work: A comprehensive worktext 8th Ed.* by C. Zastrow)

Tracy, E.M., & Whittaker, J.K. (1990). The Social Network Map: Assessing social supports in clinical practice. *Families in Society*, 71(8), 461-470.

“Spiritual and religious issues in practice” (chapter 103 from *Social Workers’ Desk Reference* by A.R. Roberts & G.J. Greene eds.)

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.

“Treatment planning with individuals” (Chapter 57 from *Social Workers’ Desk Reference* by A.R. Roberts & G.J. Greene eds.)

Bogdan, R. & Taylor, S. (1976). The judged, not the judges: An insider’s view of mental retardation. *American Psychologist*, 47-52.

“The task-centered model” (chapter 17 from *Social Workers’ Desk Reference* by A.R. Roberts & G.J. Greene eds.)

“Solution-focused therapy” (chapter 20 from *Social Workers’ Desk Reference* by A.R. Roberts & G.J. Greene eds.)

“Cognitive-behavioral therapy” (chapter 21 from *Social Workers’ Desk Reference* by A.R. Roberts & G.J. Greene eds.)

“Frontline crisis intervention: Step by step practice guidelines with case applications” (chapter 15 from *Social Workers’ Desk Reference* by A.R. Roberts & G.J. Greene eds.)

“Working with involuntary clients” (chapter 127 from *Social Workers’ Desk Reference* by A.R. Roberts & G.J. Greene eds.)

Session 12 (Nov. 19) -- Assessment and interventions with families; genograms and intergenerational patterns; family resilience framework; elements of healthy family functioning; evidenced-based family interventions

Required readings:

*Chapter 9 of Mattaini & Lowery text - Social Work with Families

“Social work with families” (chapter 8 from *The practice of social work: A*

comprehensive worktext 8th Ed. by C. Zastrow)

“Using genograms to map family patterns” (chapter 42 from *Social Workers’ Desk Reference* by A.R. Roberts & G.J. Greene eds.)

“Treatment planning with families: An evidenced-based approach” (chapter 44 from *Social Workers’ Desk Reference* by A.R. Roberts & G.J. Greene eds.)

Session 13 (Nov. 26) –Social work practice with groups; evidenced-based group work; types of small groups (i.e., support, psycho-educational, task groups); group purpose and structure; pre-planning and planning strategies for small group work (i.e., client screening, agency influences, resources, recruitment, consents, confidentiality); group leadership; group processes; nominal group technique; running task meetings

Required readings:

*Chapter 10 of Mattaini & Lowery text - Social Work with Groups

“Clinical social work with groups” (chapter 79 from *Social Workers’ Desk Reference* by A.R. Roberts & G.J. Greene eds.)

“Social work with groups: Types of groups and guidelines for leading them” (chapter 6 from *The practice of social work: A comprehensive worktext 8th Ed.* by C. Zastrow)

“Skills in running meetings” (chapter 12 from *Macro practice: A generalist approach (8th Ed.)* by M.D. Nair & R. Brody)

Session 14 (Dec. 3) Direct practice assessment assignment is due

Social work with gays and lesbians; social work with the elderly; termination issues in direct social work practice; current technologies that focus on the needs, strengths, capacities, assets and resources of client systems in relation to their broader environments; self care (including stress and time management); compassion fatigue/vicarious traumatization

Required readings:

“Social work with lesbian, gay, bisexual, and transgendered clients” (chapter 112 from *Social Workers’ Desk Reference* by A.R. Roberts & G.J. Greene eds.)

“Psychotherapy with older adults” (chapter 113 from *Social Workers’ Desk Reference* by A.R. Roberts & G.J. Greene eds.)

“Terminating with clients” (chapter 84 from *Social Workers’ Desk Reference* by A.R. Roberts & G.J. Greene eds.)

“The final phase: Evaluation & termination” (chapter 19 from *Direct social work practice: Theory and skills* by D.E. Hepworth et al.,)

“Knowledge is power: Social work and the Internet” (chapter 6 from *Social Workers’ Desk Reference* by A.R. Roberts & G.J. Greene eds.)

“Technological systems and social work” (chapter 15 from *An introduction to the profession of SW: Becoming a change agent* (2nd Ed.) by E. A. Segal, K.E. Gerdes & S. Steiner)

“Managing time and stress” (chapter 13 from *Macro practice: A generalist approach* (8th Ed.) by M.D. Nair & R. Brody)

Final Exam (TBA)