

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK
SW 522 INTRODUCTION TO SOCIAL WORK PRACTICE (4 Credit Hours)

Instructor – Jeanne Ferreira-Tuohey, MA;MSW

Time: Wednesdays: 5:45-9:35 Rm.106 Humanities Bldg.

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Office hours: After class (load up on your caffeine ☺)

Registration Restriction: Only admitted MSSW students can enroll (non matriculated students must wait for admission acceptance)

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 due to 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:

There will be a four hour class weekly and three web-based classes with assignments posted that will consist of approximately 3-4 hours each. Every student should complete all three web classes. There will be videos shown in class, which accompany our text, as well as other videos at the Hodges library.

This is a required foundation course. This course will begin with exploration of the 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. Major theories are examined in the context of critical thinking and evidence-based practice. We will define generalist practice philosophy, methods, and roles. Practice emphasizes the 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, families, and communities). We will use local to international case 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 is to practice with culturally diverse, vulnerable, and at-risk populations, and to promote economic and social justice. This is an introduction to direct and indirect social work practice roles and models, with an emphasis on generalist practice within a strengths and ecological (systems) perspective. The professional use of self, interpersonal communication, and relationship building skills are emphasized, including empathic communication skills, mutuality, diagnostic and strength-based assessment paradigms to assist with assessment, goals and the formation of comprehensive treatment plans. The course will socialize students to core components of treatment including both similarities and differences in basic problem solving processes (problem definition, assessment, goal planning, interventions, and termination) with individuals, families, small groups, and communities. Examples of practice models and interventions

include motivational interviewing techniques, the solution-focused approach, task-centered, feminist models, cognitive-behavioral therapies and crisis intervention techniques.

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. Ability to 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.
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.
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.
4. Describe generalist practice skills including relationship building, communication and interviewing, negotiating and conflict management skills to enter and maintain relationships with diverse clients.
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, and multicultural needs.
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.

TEXTS- REQUIRED BUNDLE:

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.

SUGGESTED(AND CONSULTED):

Thomlison, B. (2007). *Family assessment handbook: An introduction and practical guide to family assessment* (2nd ed.). Belmont, CA: Thomson Brooks/Cole.

ON RESERVE:

LOTS of great articles on electronic reserve at Hodges Library. Look under Instructor's name. These articles will be assigned, and woven into the fabric of our discussions.

Dolgoff, R. Loewenberg, F. & Harrington, D. (2005) *Ethical Decisions for Social Work Practice*. 7th edition. F.E. Peacock. Itasca, Illinois.

Goldenberg, H. & Goldenberg, I. (2008) Transgenerational Models in *Family Therapy: An Overview*. pp 175-199. Thompson Brooks/Cole

COURSE OUTLINE

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

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 Social Work Values and Ethics

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

Read Text: Hepworth; Chapter 2, Direct Practice Domain, Philosophy, and Roles (meaning you will have already read this prior to this week's class)

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

Week 3 Social Work Values and Ethics in practice continued

- A. Ethical decision-making
- B. Personal beliefs - self-awareness
- C. Client rights
- D. Confidentiality
- E. Social Justice

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

Activity: Small Group discussion and case example. Review the code of ethics and discuss "compelling professional reasons" for violating a person's confidentiality and privacy.

Activity: Identify the qualities students would expect of a person in whom they would confide personal problems. Discussion of empathy. What can a social worker do to lessen anxiety and set the stage for helping?

Week 4

Read Text: Hepworth, Rooney and **Chapter 3**, Overview of the Helping Process - **Chapter 5:** Building blocks of communication: Communicating with Empathy and authenticity.

Activity: **Begin** Role play use of skills; handout vignette #1. (Thomlison)

Week 5

Read Text: Chapter 6, Verbal Following, Exploring, and Focusing Skills and Focusing Skills,

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 use of skills; handout vignette #2. (Thomlison)

Week 6 Exploration and engagement: The social work relationship

Read Text: Hepworth **Chapter 7**, Eliminating Counterproductive Communication Patterns. Chapter 18, Additive empathy, interpretation and confrontation. Discussion of transference and counter-transference.

Activity: Role play use of skills (your choice of cases)

Week 7 Mezzo and Macro Approaches: Perspectives on groups and community interventions

a). Types of groups

b) Group Rules

Read Text: Hepworth: **Chapter 16**, Intervention in Social Work Groups

Midterm (multiple choice, essay)

Complete web-based Class #1:TBA

Week 8 Social Work Assessment of individuals and families

Review the family life cycle (UT Online course materials)

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

Practice Theory and Perspectives

A. The ecological perspective

B. Strengths and resilience

C. Application of theory

Activity: Review generic psychosocial assessment handout.(Small groups)

Week 9 Goal Setting and Contracting

Critical thinking and planning with the client and family.

Read Text: Hepworth- **Chapter 12**, Negotiating Goals and Formulating a Contract.

Activity: Role-play examples.

Review three models of Social Work interventions

A. Task Centered Treatment

B. Crisis Intervention

C. CBT

Complete Web-Based Class #2:

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.

Activity: Case example

Week 11- Family Therapy

Read Text: (reserve) TBA Nancy Boyd Webb

Complete Web-based Class # 3 TBA

Week 12 - Community interventions: Prevention (Primary), Secondary, and Universal interventions. Models of community practice; Social marketing programs; strategies for community empowerment.
Activity - Construct a multi-layered intervention for primary, secondary and universal intervention
TOPIC: your choice, but must be approved

Class Presentations

Week 13 Crisis Intervention
Activity- Class Presentations
Video- Suicide Risk Assessment

Week 14 - 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 15 Group discussion-Evaluation and termination
Activity - Presentations continued.
Course review and evaluation

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

Grading for assignments:

Assignment 1 – Term paper Reflective Self -Assessment (beliefs and value analysis- 15% of grade.

Assignment #2 Genogram assignment - 5% of final grade.

Assignment # 3a - Client Assessment - 5% of the grade. Use the client your video is based on for continuity.

Assignment #3b- Family Assessment 5% of final Grade.

Assignment # 4 Video/Role play. 15% Video yourself, and an “actor-client” using a client role-play to demonstrate interviewing and counseling skills (please use client you completed an assessment on, (Camera and video recorder available)

Chapter study questions- 15% of the grade. These will be distributed to you, and should be helpful to review for tests.

Midterm exam- 15% of the grade

Annotated bibliography 15% of the grade. **TBA**

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

SPECIFICS FOR ASSIGNMENTS:

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 (Culture/culture)
- Clients who evoke images from one's past: parents, adolescence, siblings, peers, childhood.
- Special populations: offenders, elderly, mandated clients, Mentally Ill
- Others you may desire to select (Please discuss these with me **in advance**)

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 MSW 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 6-7 pages in length and use APA guidelines for formatting. **You should write in "first person"**. It is helpful to include a personal dimension of how this problem/situation may have somehow touched your life. **The paper is due:** Week 3.

Assignment #2: Genogram of your family -3 generations

Please refer to Thomlison's pp 66-70 for explanations Due week 4.

Assignment #3a and 3 b Client Assessment (3a and 3 b)

This assignment has **two** essential parts 1) complete a thorough individual assessment to be handed in **Week 9** and a family assessment to be handed in **Week 11**.

Assignment #3a) Assess a client and (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.

Assignment #3b: Family Assessment The assessment should include a plan to address the problem situation that includes both short-term and long-term goals.

1. Read Tomlison The Family interview (pp 63-67) .

2. Read Jacques Family Vignette (Tomlison pp. 141-145) and answer the following in assessment format not more than 3 pages:

i). **Identification of needs:** Assess, identify, and describe the family's risk and strength factors. Provide a comprehensive problem statement . Identify the unmet psychosocial needs of the Jaques family. Focus on mother and **one** other child.

ii) Describe the steps/tasks of the pre-planning/planning stage you would implement in preparation for work with this family in the initial session(s)

iii) Intervention:

a). Identify the type of interventions you are recommending and a rationale for this technique. Incorporate worker and family interventions/tasks/methods. How would you utilize this family's culture, class, race, ethnicity, spirituality to work effectively with it?

b). State at least ONE objective for the family; and one for a selected child

iiii. Ethical/value conflicts:

What personal **and/or** professional ethical and value conflicts might you experience in actually working with this family ? How would you resolve these?

Assignment 4 Video Presentation A video or role play presentation demonstrating clinician skills **(Presentations are Last 3 classes)** .

The video/ role play consists of a 5-7 minute video 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 UTK. 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.

Required Readings : You will find them on *Electronic Reserves* at UTK Library: www.lib.utk.edu. Look up reserves by Instructor name.