

**THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK
SW 522 – Introduction to Social Work Practice
(4 Credit Hours)
Fall 2007**

Instructor – Dr. Michael Sullivan, Rm. E610

Time: Tuesdays: 9:00-12:00 Rm. 249

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12:00- 1:00 and by Appointment*

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

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. (Values/ethics-F.1; Practice-F.1; Pops at-risk & SJ- F.4; CT/EBP- F.1). (*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. (Practice- F.2; Diversity-F.1).(*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.

(HBSE- F.6; Practice-F.3; CT/EBP-F.1.; Diversity-F.4) *(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 (Practice-F.4; Values/ethics-F.4; Pops at-risk & SJ-F.4; CT/EBP-F.2, F.4; Diversity-F.1). *(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. (Practice-F.6; Values/ethics-F.1; CT/EBP-F.3; Diversity-F.4). *(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. (Practice-F.7; CT/EBP-F.2; Values/ethics-F.1, F.2, F.3, F.4; Diversity-F.2). *(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).*

Required Texts

- Hepworth, D. H., Ronney, R. H., Ronney, G., Gottfried, K., & Larsen, J. A. (2006). *Direct social work practice: Theory and skills* (7th ed.). Belmont, CA: Wadsworth Publishing Co.
- Roberts, A. R. & Greenes, G. J. (2002). *Social Workers' Desk Reference*. New York: Oxford University Press. (On library reserve)
- Thomlison, B. (2007). *Family assessment handbook: An introduction and practical guide to family assessment* (2nd ed.). Belmont, CA: Thompson Brooks/Cole.
- Dolgoff, R. Loewenberg, F. & Harrington, D. (2005) *Ethical Decisions for Social Work Practice*. 7thedition. F.E. Peacock. Itasca, Illinois. (On Library Reserve).
- Goldenberg, H. & Goldenberg, I. (2008) Transgenerational Models in *Family Therapy: An Overview*. pp 175-199. Thompson Brooks/Cole (On Library Reserve).

Course Requirements

Graduate level work includes an ability to synthesize one's experience and knowledge into an explication that illuminates theory and an understanding of the course material. The writing of papers is expected to be organized, succinct in conceptualization and syntax and grammatically correct. Even if you use a word processing program with spell check, proof read your work. *Spell checks dew knot peek awl errors*. The usage of the **Publication Manual of the American Psychological Association (5th ed.)** format including the use of headings/subheadings, reference list, and title page is expected to be used as a guide for writing and citing sources. The following criteria will be used for graded assignments:

- Quality and clarity of writing and organization,
- Comprehensiveness,
- The extent to which course concepts, discussion and readings are reflected in the writing,
- The use of correct APA procedures, and
- Submission of assignments on the dates specified within the guidelines provided.

1. Assigned Readings and Attendance

Students are expected to complete all assigned readings assigned by the instructor before attending class. The readings have been selected to supplement the text and expand one's repertoire of social work practice knowledge. Students are encouraged as they read and as they work in the field to bring their reactions and questions to class for discussion.

Regular attendance is essential given the purpose and design of this course. Students are expected to be on time for class. Excessive absences from the course and chronic lateness will impact the grade assigned. In the case of a medical or personal emergency, the student should make reason able effort to contact the instructor in advance. An extension of time for a course written assignment is not automatic. Any assignment

NOT submitted on the specified due date is subject to a **penalty of two (2) points per day** until the assignment is turned in. **Any assignment that is more than 7 days overdue will not be accepted.** Attendance and classroom participation is 10% of the final grade.

2. Assignments

Reflective Self-Assessment; Due Week 3 (9/5/07)

This assignment addresses 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/lesbian/transgendered, aged, mandated, women, 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 person plan you have to devised to address this perceived deficit in your professional repertoire (while in the CSW program).

Note: Write in the first person and it is helpful to include a personal dimension of how this problem/situation may have somehow touched your life.

Theories discussed in class and in the required readings should be applied to the assessment. **Limit** the body of your paper to 6 to 8 typewritten, double-spaced pages, using a 12-point font. You must make use of at least **5 different**, professional reference sources (*general web pages/sites are not considered professional literature*) to support your discussions. Be sure to utilize correct APA procedures, proof read, and edit your writing.

Family Genogram; Due Week 4 (9/12/07)

Provide a 3 generational genogram of yourself (you are the focal character). Refer to Tomlison's pp 66-70 for explanations. UT online has a list of symbols explanations as

well. . Another tool to assist in the building of your family genogram is GenoPro - www.genopro.com

Quizzes (15 points); Weeks 4 (9/12/07), 5 (9/19/07) 6 (9/26/07) & 7 (10/3/2007) and Mid-Term Examination (20 points); Week 10 (10/10/07)

On-line quizzes and a mid-term examination will be given during the semester. These examinations will require students to demonstrate knowledge of direct social work practice skills based on all required readings.

Client Assessment; Due Week 9 (10/17/07)

Assess a client (real or imaginary) and using techniques discussed in class and in Hepworth textbook (Chapters, 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.

Limit the body of your paper to no more than 3 typewritten pages, using a 12-point font. Be sure to proof read and edit your writing.

** Use this client to complete the video presentation.

Family Assessment, Due Week 11 (10/31/07)

Read Tomlison "The Family Interview" (pp. 63-67) and the Jacques Family Vignette (Tomlison, pp. 141-145). Once you have read the case material on the Jacques family, respond to the following areas in an assessment format:

- 1) **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 Jacques family. Focus on mother and one other child. For individual work separate from the family sessions.
- 2) Description of a plan that identifies both short-term and long term goals to address the problem situation.
- 3) 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).
- 4) **Intervention:**
 - a) Identify the type of interventions you are recommending and a rationale for this technique. Incorporate in these worker and family interventions/tasks/methods. How would you utilize this

- family's culture class, race, ethnicity, spirituality to work effectively with them?
- b) State at least one objective for the family; and one for a selected child.

- 5) **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 ethical/value conflicts?

Limit the body of your paper to 3 to 5 typewritten, double-spaced pages, using a 12-point font. You must make use of at least **2 different**, professional reference sources (*general web pages/sites are not considered professional literature*) to support your discussions. Be sure to utilize correct APA procedures, proof read, and edit your writing.

Video Presentation; Due Weeks 12 (11/7/07), 13 (11/14/07), 14 (11/21/07), & 15 (11/28/07)

This assignment will give students an opportunity to integrate their learning from the class and develop social work practice skills. You are to arrange a role play and demonstrate both general and specific skills covered in class such as general skills including rapport building, conveying empathy, and specific skills including additive empathy (interpretation) and confrontation. You **must** demonstrate at least one – interpretation or confrontation.

- 1) Before you record your role-play, recruit a classmate, friend or family member and prepare them for their role by telling them what you want them to do. Keep in mind that your client's participation should not be scripted but guided by your coaching. Remember you are the clinician. Please use the client you completed the assessment on earlier in the semester.
- 2) Enact a 7-10 minute session using social work skills learned in class.
- 3) **BE SURE TO RECORD YOUR SESSION!** Digital camera equipment is available and a room will be set up for recording. You will need to furnish a VHS tape for your use. Be sure to use the sign up sheet, which will be available.
- 4) After recording your role-play, view it and be prepared to you're your video in class and conduct a self-critique of your performance.
- 5) Feedback will be provided by both students and the instructor on your performance, grading will be recorded by the instructor.

Online Assignments are 10% of the final grade and outlined in the syllabus narrative below and also online.

Grade Distribution

Class Participation	10 points
Reflective Self-Assessment; Genogram;	15 points
Quizzes (4 at 3.75 pts each)	05 points
Mid-term Assignment;	15 points
Client Assessment;	15 points
Family Assessment;	05 points
Video/Role Play;	10 points
Online class assignments 15% of final grade Located UOnline. (See Weeks 7, 9, and 10).	15 points
Total	100 points

Extra Credit: You may select a supplemental reading and prepare a review for the class with implications for practice clearly articulated. You must sign up in the first four sessions for this activity. A guiding format is located online. 5 extras points.

**Due dates are noted on each assignment as well as the attached course schedule.

Grading Scale

The following grading scale will be used for final course grade.

- A (95-100) Outstanding/Superior – Exceptional performance. Consistently exceeds expectations.
- B+ (90-94) Very Good – Student consistently meets and occasionally exceeds normal expectations for the course.
- B (85-89) Good – Student consistently meets normal expectations for the course.
- C+ (80-84) Average – There is unevenness in grasping course content. Student is inconsistent in meeting the normal expectations for the course.
- C (70-79) Poor - There is a lack of understanding of course content. Student does not meet course expectations.
- F (69-Below) Very Poor – There is a lack of attendance or incomplete assignments. Course expectations are not met.

Course Outline**Week 1 (8/22/07)**

Lecture: Introduction to social work practice and overview of course. Review of syllabus, discussion of assignments, and library reserve information. Articulate definition and historical development of social work practice . Discuss the needs of vulnerable, at-risk populations and the professions commitment to social and economic justice. Social work history, mission, and contributions as a profession. Explain the spectrum of practice modalities and practice roles (e.g., direct service provider, broker,

coordinator, mediator, negotiator, facilitator, case advocate, and change agent); and practice in local to global contexts.

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.

Social work profession:

Historical development

The purpose of social work and professional roles

Methods of social work practice

The systems and ecological theories

Read Text: Hepworth, Chapter 1 – The challenges of social work

Supplemental Readings:

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

Week 2 (8/29/07)

Lecture: Discuss how to identify personal biases and demonstrate the appropriate use of self in practice with diverse populations in light of professional values and ethical foundation of social work practice.

Review Social Work Professional Values and Code of Ethics

Definitions

NASW Code of Ethics

Decision screen for conflicts and dilemmas

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.

Read Text: Dolgoff, Chapter 2 – Values and professional ethics (On course reserve)

Dolgoff, Chapter 3 – Guidelines for ethical making (On course reserve)

Hepworth, Chapter 2 - Direct practice: Domain, philosophy, and roles

Supplemental Reading:

Campbell, C., Alexander, J. (2002) Culturally competent treatment practices and ancillary service use in outpatient substance abuse treatment. *Journal of Substance Abuse Treatment*. 22(3): 109-119.

Milstein, K. (2000). Confidentiality in direct social work practice: Inevitable challenges

and ethical dilemmas. *Families in Society: The Journal of Contemporary Social Work*, 81(3), 270-282.

Weaver. (1999). Indigenous people and the social work profession: Defining culturally competent services. *Social Work*, 44(3), 217-225.

Week 3 (9/5/07)

Lecture: Social Work Professional Values and 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. Identification and maintenance of appropriate personal conduct and professional boundaries in keeping with applicable laws and professional standards and ethics

- Ethical decision-making
- Personal beliefs – self-awareness
- Client rights
- Confidentiality
- Social Justice

Activity: Discuss competing interests with employing organizations regarding ethical principles and how social workers can uphold the NASW ethical guidelines.

Read Text: Dolgoff, Chapter 6 – Value neutrality and professional expertise (On Course reserve)
Hepworth, Chapter 4 – Operationalizing the cardinal social work values

Supplemental Reading:

Gant, L., & Gutierrez, L. (1996). Effects of culturally sophisticated agencies on Latino Social Workers. *Social Work*, 41(6), 624-631.

Hodge, D.R. (2005). Social work and the house of Islam: Orienting practitioners to the beliefs and values of Muslims in the United States. *Social Work*, 50, 162-173.

Loftus, E. F. (1992). When a lie becomes memory's truth: Memory distortion after exposure to misinformation. *Current directions in Psychological Science*, 1(4), 121-123.

Week 4 (9/12/07)

Lecture: Quiz # 1 posed on-line
Practice Skills: Relationship Building and Communication
Discuss methods of engaging, maintaining helping relationships with diverse clients/client systems

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.

Activity: Role play use of skills

Read Text: Hepworth, Chapters 3 – Overview of the helping process
Hepworth, Chapter 5 – Building blocks of communication:
Communicating with empathy and authenticity

Supplemental Readings:

Ivey, A.E., D’Andrea, M, M.B. Ivey, & L. Simek-Morgan (2002) The empathic attitude: Individual, family, and culture. In *Theories of counseling and psychotherapy: A multicultural perspective*, (5th ed.) (pp. 27-53). Boston: Allyn & Bacon.

Week 5 (9/19/07) Quiz #2 posted on-line

Lecture: Practice Skills: Relationship Building, Communication and Interviewing
Describe practice skills including relationship building, interviewing, and conflict management skills to foster rapport, healthy boundaries and trust.

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

Read Text: Hepworth, Chapter 6 - Verbal following, exploring, and focusing skills

Supplemental Readings:

Hohman, M. M. (1998). Motivational interviewing: An intervention tool for child welfare caseworkers working with substance-abusing parents. *Child Welfare, 77*, 275-289.

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.

Week 6 (9/26/07) Quiz #3 posted on-line

Lecture: Practice Skills: Interpersonal communication and relationship building skills in direct and indirect practice (i.e., case management, counseling, advocacy), including active listening, , mutuality; motivational interviewing techniques; persuasion, maintaining autonomy

Activity: Role play use of skills

Read Text: Hepworth, Chapter 7 – Eliminating counterproductive communication Patterns

Supplemental Reading:

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.

Week 7 (10/3/07) Quiz #4 posted on-line
Mid Semester Evaluation

Lecture: Practice Skills: Relationship Building, Negotiating and Conflict Management . Use of additive empathy, and clinical confrontation as actions to assist stages of change.

Activity: Role play use of skills

Read Text: Hepworth, Chapter 17 – Additive empathy, interpretation, and confrontation
Hepworth, Chapter 18 – Managing barriers to change

Online: Complete web-based Class #1: Group Types by week 12.

Review task groups, Developmental stages and efficacy. Post to all three discussion boards.

Look at Belbin's group roles in the PowerPoint slides on task groups. Comment on how group members fall into one of these nine roles. Read Hepworth et. al. (Ch 16) about roles and foci of a group leader at different stages of group development. Comment on the roles that you might find particularly challenging? Some research suggests self-help groups and professional-led groups are equally effective. Do you believe that this is true across all areas of practice? Are there some areas of practice in which you believe that one type of group is superior to the other? Comment on your critical analysis of this in the third discussion board.

Week 8 (10/10/07) Mid-term Examination posted on-line

Lecture: Assessments: Exploring client needs, strengths, resources and other factors. social work assessments need to contain a focus on strengths, capacities, & resources, intervention methods & techniques with the client system.
Social Work Assessment of individuals and families defining assessment versus diagnosis; evidenced-based interviewing and relationship building techniques (i.e., motivational interviewing, online interviewing).

Activity: Review psychosocial assessment handouts and complete assessment exercise using case study. Review the family life cycle (See course website materials)

Read Text: Hepworth, Chapter 8 – Assessment: exploring and understanding problems and strengths
Hepworth, Chapter 9 – Assessment: Intrapersonal and Environmental factors

Supplemental Readings:

Collins, D., Jordan, C., & Coleman, H. (2007). Family development and the life cycle. In *An introduction to family social work* (2nd ed.), (pp. 178-219). Belmont, CA: Thomson Brooks/Cole.

DeJong, P. & Miller, S.D. (1995). How to interview for client strengths. *Social Work, 40*, 729-736.

Gambrill, E. (1997). Working with groups and families. In *Social Work Practice: A Critical Thinker's Guide*, (pp. 517-590). New York: Oxford University Press.

Week 9 (10/17/07)

Lecture: Review examples of comprehensive state-of-the-art assessments using elements from cultural, ecological, transactional, and/or developmental frameworks which focus on the needs, strengths, capacities, assets and resources of the client/family systems.
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.

Goal setting and contracting

Activity: Role play examples, complete exercise on goal setting and contract development

Read Text: Hepworth, Chapter 12 – Negotiating goals and formulating a contract
Hepworth, Chapter 13 – Planning and implementing change oriented strategies

Supplemental Readings:

Forgey, M.A. (2000). Social work assessment in intimate partner violence: Integrating the empirical knowledge base. *Journal of Applied Social Sciences, 24*, 45-59.

Online: Complete Web-Based Class #2: CBT (Due by week 11)

Cognitive Behavioral Therapy (CBT) is an empirically supported treatment that focuses on restructuring patterns of maladaptive thinking and the beliefs that underlie such thinking. Please review the video using this link. You will need Real Player to view this video (Download link online). Please post your comments and thoughts on this discussion board after reviewing the video.

Week 10 (10/24/07)

Lecture: Evidenced Based Theories: Discussion on delivering effective interventions using a strength focused systems/ecological perspective. Review Mental status exam vocabulary and narratives.

Activity: Complete the exercise on theory similarities and differences and case example and a tool for applying theory. The role of advocacy, referrals, service coordination, and interfacing with organizations as part of direct practice work with families and individuals.

Video: Approaches to Therapy: Cognitive, behavioral and humanistic based therapies.

Supplemental Readings:

Glicklen, M. D. (2003). Using the Strengths Perspective in Social Work Practice: *A Positive Approach for the Helping Professions*. Chapter 1, Introduction to strengths perspective. (On course reserve)

Walsh, F. (2006). *Strengthening family resilience* (2nd ed.). New York: Guildford Publications, Inc. Chapter 6, Practice principles and guidelines to strengthen family resilience. (On course reserve).

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).

Werner, E. (1989). High -risk children in young adulthood: A longitudinal study from birth to 32 years. *American Journal of Orthopsychiatry*, 59, 72-81.

Online: Complete Web-based Class # 3: Family therapy session videos (Due by Week 13). Review both clips and comment in the Discussion Board on the techniques used and the client response to them. It is important to use critical thinking skills to both analyze and synthesize an insightful response.

Week 11 (10/31/07)

Lecture: Evidenced Based Models/Approaches/Interventions. Compare & contrast evidence-based theories/approaches/interventions and models of social work practice with clients/client systems. Review solution-

focused/task centered therapy, CBT, crisis intervention, and gender-sensitive/feminist models. Review generalist problem solving approaches 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.

Video: Suicide Risk Assessment

Activity: Complete exercise on similarities differences of interventions.

Read Text: Roberts, Chapter 15, Frontline crisis intervention (On library reserve)
Roberts, Chapter 17, The task-centered model (On library reserve)
Roberts, Chapter, 20, Solution-focused therapy (On library reserve)
Roberts, Chapter 21, Cognitive-behavioral therapy (On library reserve)

Supplemental Readings:

Bent-Goodley, T.B. (2005). An African-centered approach to domestic violence. *Families in Society*, 86, 197-206.

Lee, M.Y., Greene, G., & Rhenscheld, J. (1999). A model of short-term solution-focused group treatment of male domestic violence offenders. *Journal of Family Social Work*, 3(2), 39-57.

Parad, Howard J. And Libbie G. Parad (1990) Crisis Intervention: an Introductory Overview. Chapter 1.

Week 12 (11/07/07)

Lecture: Models of Social Work Practice with Families. Family assessment and use of evidence-based interventions with families
Review the family life cycle (UTOnline course materials).

Activity: Class presentations commence

Read Text: Hepworth, Chapters 15 – Enhancing family relationships

Goldberg & Goldenberg, Chapter 8 – Transgenerational models (On course and library reserve)

Zastrow, C. (2006). *The practice of social work: A comprehensive worktext* (8th ed.). Chapter 8, Social work with families. (On library reserve)

Supplemental Readings:

Bell, H. (2003). Strengths and secondary trauma in family violence work. *Social Work*, 48, 513-522.

Early, T.J. & GlenMaye, L.F. (2000). Valuing families: Social work practice with families from a strengths perspective. *Social Work*, 45, 118-130.

Jones, A.C. (2003). Reconstructing the stepfamily: Old myths, new stories. *Social Work*, 48, 228-236.

Mayo, Y. (1997). Machismo, fatherhood, and the Latino family: Understanding the concept. *Journal of Multicultural Social Work*, 5, 49-61.

Olkin, R. (1999). Families with disabilities. *What psychotherapists should know about disability*, (pp. 90-136). New York: The Guilford Press.

Ragg, D.M. (2006). The four parenting functions. In *Building family practice skills: Methods, strategies, and tools*, (pp. 37-68). Belmont, CA: Thomson Brooks/Cole.

White, D.W., & Woollett, A. (1992). Ch. 7, The family in transition: Single parenting, family breakup and reconstituted families. In *Families: A Context for Development*. London: Falmer, pp. 103-

Week 13 (11/14/07)

Lecture: Models of Social Work Practice with small groups. Pre-planning and planning strategies for small group work (i.e., client screening, sponsorship, agency influences, resources, recruitment, consents, confidentiality. Discuss types of small groups (i.e., support, psycho-educational, task groups) group processes, rules, and techniques . Perspectives on groups as an effective intervention.

Activity: Class presentations commence

Read Text: Hepworth, Chapter 16 – Intervening in social work groups
Roberts, Chapter 79 - Clinical social work with groups (On library reserve)

Zastrow, C. (2006). *The practice of social work: A comprehensive worktext* (8th ed.). Chapter 6, Social work with groups: Types of groups and guidelines for leading them. (On library reserve)

Supplemental Readings:

Cohen, D, Schermer, V. (2002). On scapegoating in therapy groups: A social constructivist and intersubjective outlook. *International Journal of Group Psychotherapy*. 52(1): 89 109.

Harman, Marsha. (1991).The use of group psychotherapy with cancer patients: A review of recent literature. *Journal for Specialists in Group Work*. 16(1): 56-61.

Wituk, S., Shepherd, M., Slavich, S., Warren, M., & Meissen, G. (2000). A topography of self-help groups: An empirical analysis. *Social Work*, 45(2), 157-165.

120.

Week 14 (11/21/07)

Lecture: Models of community practice, Social marketing programs, Strategies for community empowerment

Lecture Example - Construct for class a multi-layered intervention for primary secondary and universal intervention designed to combat college student substance use and abuse.

Activity: Discuss organization types and organizational change strategies.

Activity: Class presentations continue

Read Text: Roberts, Chapter 96, Community practice models for the 21st century (On library reserve)

Zastrow, C. (2006). *The practice of social work: A comprehensive worktext* (8th ed.). Chapter 10, Social work community practice. (On course reserve)

Supplemental Reading:

Cox, E. (2001). Community Practice Issues in the 21st Century: Questions and Challenges for Empowerment-Oriented Practitioners. *Journal of Community Practice*, 9(1).

Fraze, Jami L., Rivera-Trudeau, M., McElroy, L. (2007). Applying behavioral theories to a social marketing campaign. *Social-Marketing-Quarterly*, 13(1), 2-14.

Lavack, Anne-M; Watson, Lisa; Markwart, J. (2007) Quit and Win Contests: A Social Marketing Success Story. *Social-Marketing-Quarterly*, 13(1), 31-52.

Rothman, J. (1996). The interweaving of community intervention approaches. *Journal of Community Practice*, 3(3/4), 69-99.

Week 15 (11/28/07)

Lecture: Practice Skills: Self-care and termination with clients. Review self care techniques 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. Planning for evaluation of one's own

practice. Discuss methods of terminating helping relationships with diverse clients/client systems in a variety of social work settings using culturally affirming termination skills.

Wrap-Up and Course Evaluations

Activity: Class presentations continue

Read Text: Hepworth, Chapter 19 – The final phase: Evaluation and termination

Proctor, E. K. (1990). Evaluating clinical practice: Issues of purpose and design. *Social Work research and Abstracts*, 26(1), 32-41. (On electronic reserve)

Additional Course Supplemental Readings

Mattaini, M. A. & Lowery, C. T. (2007). *Foundations of social work practice: A graduate text* (4th ed.). Washington, D.C.: NASW Press.
Chapter 11; Social work with communities. (On course reserve)

Rodgers, S., Bae, J.(2007) Stigmatizing Effects of Prosocial Alcohol and Tobacco E-Sponsorships. *Social-Marketing-Quarterly*, 13(1), 15-30.

Edleson, J. (2001). Studying the co-occurrence of child maltreatment and domestic violence in families. In S.A. Grham-Bermann & J. Edleson, *Domestic violence in the lives of children* (pp. 91-110). Washington, DC: American Psychological Association.

Healey, K. & Smith, C. (1998). The causes of domestic violence: From theory to intervention. In Healey & Smith, *Batterer intervention: Program approaches and criminal justice strategies*, (chapter 2), pp. 15-31. National Institute of Justice: Washington D.C

Marcenko, M.O., Kemp, S.P., & Larson, N.C. (2000). Childhood experiences of abuse, later substance use and parenting outcomes among low-income mothers. *American Journal of Orthopsychiatry*, 70, 316-326.

Rigazio-DiGillio, S. (2002). Family counseling and therapy: Theoretical foundations and issues of practice. In (A.E. Ivey, M. D'Andrea, M.B. Ivey, & L. Simek-Morgan, Eds.), *Theories of counseling and psychotherapy: A multicultural perspective*, (5th ed.), (pp. 390-428). Boston: Allyn & Bacon.

Ryan, S.D., Pearlmutter, S. & Groza, V. (2004). Coming out of the closet: Opening adoptive agencies to gay and lesbian adoptive parents. *Social Work*, 49, 85-95.

Terr, L. C. (1991). Childhood traumas: An outline and overview. *American Journal of Psychiatry*, 148, 10-20.

Voss, R.W., Douville, V., Soldier, A.L., & Twiss, G. (1999). Tribal and shamanic-based social work practice: A Lakota perspective. *Social Work, 44*, 228-241.

Walters, K.L., Simoni, J.M. & Evans-Campbell, T. (2002). Substance use among American Indians and Alaska Natives: Incorporating culture in an “indigenist” stress-coping paradigm. *Public Health Reports, 117*, S104-S117.