

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

**SW 522 INTRODUCTION TO SOCIAL WORK PRACTICE (4 Credit Hours)**

**Fall 2008**

**Wednesdays 5:45 to 9:45 PM (206 Henson Hall)**

**Office Hours: Wednesday 4:45-5:45pm and by appointment**

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

**Instructor:** Tony N. Murchison, M.S.S.W.

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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](http://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*, 2008).

**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 2227 Dunford Hall (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:**

Group topic presentations.....	10%	(40 pts.)
Mid-term exam (Units 1 & 2).....	20%	(80 pts.)
Organizational analysis paper.....	20%	(80 pts.)
Direct practice assessment assignment.....	20%	(80 pts.)
Final exam (Units 3 & 4).....	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. In addition, pop quizzes will be given at random intervals throughout the course of the semester.

**Group Topic Presentations:**

Groups will lead an in-class presentation on one of the following topics: Social work practice with individuals, groups, families, communities or organizations.

**Mid-term Exam (Units 1 & 2):**

The mid-term exam will include, but not be limited to, questions on the following topics: analyzing personal biases, social work history, mission, and its unique contributions as a profession; social work's focus on vulnerable, at-risk populations; social work's commitment to social and economic justice; generalist practice skills that are used to enter and maintain relationships with diverse client systems including relationship building, communication and interviewing, negotiating and conflict management skills.

**Organizational Analysis Assignment:**

This assignment will focus on conducting a comprehensive state-of-the-art assessment of a social service organization using a cultural, ecological, transactional, framework and current technologies that focus on the organization's needs, strengths, capacities, assets and resources in relation to its broader environment. Particular attention will be given to diversity, social and economic justice, and ethical issues and concerns. The paper will be written according to the following outline:

I. The Task Environment

- A. *Relationships with Revenue Sources*
- B. *Relationships with Clients and Referral Sources*
- C. *Relationships with Other Elements*

II. The Internal Organization

- A. *Corporate Authority and Mission*
- B. *Program Structure and Management Style*
- C. *Management and Leadership Style*
- D. *The Organization's Programs and Services*
- E. *Personnel Policies, Procedures, and Practices*

*F. Adequacy of Technical Resources and Systems*

*G. Budget Management*

*H. Facilities, Equipment, Computer Technology, and Information Management*

**Direct practice assessment assignment:**

This assignment will focus on conducting a comprehensive state-of-the-art assessment using a cultural, ecological, transactional, and developmental framework and current technologies that focus on the needs, strengths, capacities, assets and resources of an individual client in relation to his or her broader environments. This paper will be written according to the following outline:

*I. Demographic Data & Presenting Request/Problem*

*II. Medical, Psychiatric and substance abuse history*

*III. History of client (including an assessment of client's strengths)*

*IV. Assessment of social supports*

*V. Summary of client's current situation*

*VI. Intervention plan*

**Final exam (Units 3 & 4)**

The final exam will include, but not be limited to, questions on the following topics: comparing & contrasting evidence-based theories/approaches/interventions/models of social work practice with clients/client systems; discussing the extent to which various evidence-based theories/approaches/interventions/models of social work practice are congruent with social work values, all forms of diversity, and evidence-bases; discuss 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.

**Attendance/Participation**

Participation in the course will be reflected in three pop quizzes that will be given throughout the semester. There will be one pop quiz from each of the following units: Unit 2- Theoretical Underpinnings and Knowledge Base for Generalist Social Work Practice; Unit 3- Indirect/Macro Social Work Practice; and Unit 4- Direct Social Work Practice.

**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 Text:**

Zastrow, C. (2007). *The practice of social work: A comprehensive worktext (8<sup>th</sup> Ed.)* Belmont, CA: Thomson Higher Education.

Other required readings (those with an asterisk) can be accessed on-line through the Hodges library website.

**Course Content Outline:**

**Session 1 (Aug. 20)**

Introduction to course, overview of course and assignments, preliminary exercise: identification of personal values, ethics and biases

**Unit I- History of the Social Work Profession, the Profession's Historical Commitment to Social and Economic Justice, Overview of Social Work Practice, Professional Values & Ethics**

**Session 2 (Aug. 27)--** 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; professional roles and interventions across systems

**Required readings:**

Zastrow text- chapter 1 *Overview of Social Work Practice*

\*"Compassion, Control, and Justice in Social Work History" (chapter 7 of Mattaini, M.A. & Lowery, C.T. (2007) *Foundations of Social Work Practice (4<sup>th</sup> Ed.)*).

\*"Universal Declaration of Human Rights (Appendix B of Mattaini, M.A. & Lowery, C.T. (2007) *Foundations of Social Work Practice (4<sup>th</sup> Ed.)*).

\*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.

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

**Session 3 (Sept. 3)—**NASW Code of Ethics; ethical dilemmas; culturally responsive social work practice

**Required readings:**

Zastrow text- chapter 2 *Social Work Values* and chapter 12 *Social Work Practice with Diverse Groups*

\*"NASW Code of Ethics" (Appendix A of Mattaini, M.A. & Lowery, C.T. (2007) *Foundations of Social Work Practice (4<sup>th</sup> Ed.)*).

\*Healy, L.M. & Hokenstad, T. (2008). International social work (Overview and Education, pp. 482-493). In T. Mizrahi & L.E. Davis (Eds.). *Encyclopedia of Social Work (20th Edition)*. Oxford University Press.

\*Hall, N. (2008). International Federation of Social Workers (IFSW) (pp. 473-475). In T. Mizrahi & L.E. Davis (Eds.). *Encyclopedia of Social Work (20th Edition)*. Oxford University Press.

\*International Federation of Social Workers- Statement of Principles

\*"Professional values and ethics" (chapter 4 of Mattaini, M.A. & Lowery, C.T. (2007) *Foundations of Social Work Practice (4<sup>th</sup> Ed.)*).

\*Miley, K. & DuBois, B. (2007). Ethical preferences for the clinical practice of empowerment social work. *Social Work in Health Care, 44*, 29-44.

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

\*Cross, T. (2008). Cultural competence (pp. 487-491). In T. Mizrahi & L.E. Davis (Eds.). *Encyclopedia of Social Work (20th Edition)*. Oxford University Press.

**Session 4 (Sept. 10)** –Guidelines for ethical decision-making; professional boundaries & dual relationships; the appropriate use of self in social work practice with diverse populations; spirituality and social work practice; technology and social work practice.

**Required readings:**

Zastrow text- chapter 13 *Spirituality in Social Work Practice*

\*"Guidelines for ethical decision-making: Concepts, approaches, and values" (chapter 3 from *Ethical decisions for social work practice, 8<sup>th</sup> 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, 8<sup>th</sup> 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.

\*"The professional relationship: Limits, dilemmas, and problems" (chapter 9 from *Ethical decisions for social work practice, 8<sup>th</sup> ed.* by R. Dolgoff, F.M. Loewenberg, & D. Harrington).

\*Vandiver, V.L. (2008). Managed care (pp. 144-148). In T. Mizrahi & L.E. Davis (Eds.). *Encyclopedia of Social Work (20th Edition)*. Oxford University Press.

\*"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)

\*"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 (Sept. 17)**—Critical thinking and social work practice; the complexity of social work; evidence-based social work practice; comprehensive state-of-the-art generalist practice assessments including the collection, organization, and interpretation of multiple sources of data; constructing an ecomap; the strengths/empowerment perspective and prevention approaches; social work and the internet.

**Required readings:**

Zastrow text- chapter 3 *Assessment*

\*Hernandez, V.R. (2008). Generalist and advanced generalist practice (pp. 260-268). In T. Mizrahi & L.E. Davis (Eds.). *Encyclopedia of Social Work (20th Edition)*. Oxford University Press.

\*Davenport, J. & Davenport, J. (2008). Rural practice (pp.536-541). In T. Mizrahi & L.E. Davis (Eds.). *Encyclopedia of Social Work (20th Edition)*. Oxford University Press.

\*Bloom, M. & Gullotta, T.P. (2008). Prevention (pp. 398-405). In T. Mizrahi & L.E. Davis (Eds.). *Encyclopedia of Social Work (20th Edition)*. Oxford University Press.

\*“The need for critical thinking in clinical practice” (chapter 1 from *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).

\*Hyde, C.A. (2008). Feminist social work practice (216-221). In T. Mizrahi & L.E. Davis (Eds.). *Encyclopedia of Social Work (20th Edition)*. Oxford University Press.

\*Dishion, T.J., McCord, J. & Poulin, F. (1999). When interventions harm: Peer groups and problem behavior. *American Psychologist*, 54, 755-764.

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

**Session 6 (Sept. 24)**-- The generalist practice skills of engagement, establishing rapport, active listening, interviewing & exploring, empathic responses; negotiating and conflict management skills with diverse client systems; confrontation & assertiveness skills.

**Required readings:**

Zastrow text- chapter 4 *Social Work with individuals: Interviewing*

\*“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.,)

\*“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. 1)**-- **Midterm Exam** (first-half of class)

### **Unit 3- Indirect/Macro Social Work Practice**

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

#### **Required readings:**

\*Macro social work practice (2008) (pp. 139-144). In T. Mizrahi & L.E. Davis (Eds.). *Encyclopedia of Social Work (20th Edition)*. Oxford University Press.

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

\*Roberts-DeGennaro, M. (2008). Case management (pp. 222-227). In T. Mizrahi & L.E. Davis (Eds.). *Encyclopedia of Social Work (20th Edition)*. Oxford University Press.

\*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 3<sup>rd</sup> Ed.* by F.E. Netting, P.M. Kettner & S.L. McMurtry)

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

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

#### ***Session 8 (Oct. 8)-***

Social work in communities; models of community practice; community assessment and mapping; strategies for community empowerment

#### **Required readings:**

Zastrow text- chapter 10 *Social Work Community Practice*

\*Streeter, C.L., Gamble, D.N. & Weil, M. (2008). Community (Overview & Practice interventions) (pp. 347-368). In T. Mizrahi & L.E. Davis (Eds.). *Encyclopedia of Social Work (20th Edition)*. Oxford University Press.

\*"Community practice models for the 21<sup>st</sup> century" (chapter 96 from *Social Workers' Desk Reference* by A.R. Roberts & G.J. Greene eds.)

\*Jenson, J.M. (2007). Neighborhood and community effects on individual behavior and social functioning. *Social Work Research*, 31, 195-197.

\*Davis, D.R. (2008). Harm reduction (pp. 312-314). In T. Mizrahi & L.E. Davis (Eds.). *Encyclopedia of Social Work (20th Edition)*. Oxford University Press.

\*"Grassroots organizing: Empowering the needy" (chapter 20 from *Macro practice: A generalist approach (8<sup>th</sup> Ed.)* by M.D. Nair & R. Brody)

**Session 9 (Oct. 15)--** Social work with organizations; models of organizational behavior; organizational decision-making; surviving in a bureaucracy; analyzing human service organizations

**Required readings:**

Zastrow text- chapter 9 *Social Work with Organizations*

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

\*“Bureaucratic and work relationships” (chapter 10 from *Ethical decisions for social work practice, 8<sup>th</sup> ed.* by R. Dolgoff, F.M. Loewenberg, & D. Harrington).

**Session 10 (Oct. 22)- Organizational Analysis Paper is due**

Discussion of organizational analysis papers, ethical dilemmas, discussion of issues related to social work practice with and in organizations; social work with gangs (DVD-interview with former gang member).

**Unit 4- Direct Social Work Practice**

**Session 11 (Oct. 29)**

Social work practice with individuals; assessment vs. diagnosis; use and misuse of DSM IV; strategies for working with hostile/involuntary clients; overview of problem-solving steps; formulating a contract; assessment of social supports; crisis intervention, solution focused, cognitive-behavioral approaches

**Required readings:**

Zastrow text- chapter 5 *Social Work with Individuals: Counseling*

\*Wagner, E.F. (2008). Motivational interviewing (pp. 273-276). Motivational interviewing. In T. Mizrahi & L.E. Davis (Eds.). *Encyclopedia of Social Work (20th Edition)*. Oxford University Press.

\*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.

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

\*“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.)

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

**Session 12 (Nov. 5)** -- Assessment and interventions with families; genograms and intergenerational patterns; family resilience framework; elements of healthy family functioning; evidenced-based family interventions

**Required readings:**

Zastrow text- chapter 8 *Social Work with Families*

\*“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. 12)** –Social work practice with groups; 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:**

Zastrow text- chapter 6 *Social Work with Groups: Types of Groups and Guidelines for Leading Them* & chapter 7 *Social Work with Groups: Concepts and Skills*

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

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

**Session 14 (Nov. 19) Direct practice assessment assignment is due**

Evaluating social work practice; termination issues in direct social work; social work with gays and lesbians; “Growing Up Gay” video; social work with the elderly; self care (including stress and time management); compassion fatigue/vicarious traumatization.

**Required readings:**

Zastrow text- chapter 11 *Evaluating Social Work Practice* & chapter 14 *Client-Centered Therapy*

\*“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.,)

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

***Session 15 (Nov. 26) Wrap-up session/ Final exam review and study session***

**Final Exam** (date and time TBA)