

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK
SW 522-003 – Introduction to Social Work Practice
(4 Credit Hours)
Fall 2009

Instructor: Kate M. Chaffin, MSSW, LMSW
Class Time: Wednesday 8:30 am to 12:30 pm
Office Hours: Monday 1p-2p or by appointment

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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*, 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 2222 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. (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., Strom-Gottfried, K., & Larsen, J. A. (2006). *Direct social work practice: Theory and skills* (7th ed.). Belmont, CA: Thomsom Brooks/Cole

There are also other **required** readings that are listed in the syllabus and made available on the Blackboard course site.

Course Requirements

Graduate level work includes an ability to synthesize one's experience and knowledge into an explanation 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. 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 all graded assignments:

Quality and clarity of writing and organization;

Comprehensiveness;

The extent to which course concepts, discussion and readings are reflected in the writing; and

Submission of assignments on the dates specified within the guidelines provided.

1. Assigned Readings, Activities, and Attendance

Students are expected to complete all 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 also expected to participate in all on-line and in class discussions and demonstrate respect for all beliefs and experiences of others in all course activities and interactions with fellow classmates. Additionally, students are encouraged as they read and as they work in the field to bring their reactions and questions to class for discussion. The format for activities will be performed in class related to the course readings and lectures in small group exercises.

Regular attendance is essential given the purpose and design of this course. Students are expected to be on time, attend all class sessions, and stay until the completion of the class. In the case of a medical or personal emergency, students should make reasonable effort to contact the instructor in advance via e-mail or voice mail. Students will only be excused for documented emergencies. Unexcused absences from the course and chronic lateness will result in reduction of the final grade by one grade level.

All class assignments are expected to be submitted on their specific due date. 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.**

2. Assignments

Reflective Self-Assessment (10%) Due 9/2/09

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 a 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. Theories discussed in class and in the required readings should be applied to the assessment. The final section should be a thoughtful description of the person plan you have 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.

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 format, proof read, and edit your writing.

In Class Activities and Participation (10%)

There will be a number of activities conducted throughout the semester. The format for activities will include in class exercises related to the content from the week's readings. NO make up is available for missed in-class exercises.

Discussion Board: (5 @ 3pts each 15%) 8/26, 9/30, 10/21, 11/4, 11/25

Discussion boards for this class will focus on at risk populations, practice roles with diverse populations, identifying access and barriers to resources, evidence based practices in the field, and conflicts with the code of ethics in field. Students will be expected to engage in conversation via blackboard. These topics will be open for debate amongst all students and all students will be expected to reply critically to other student's posts. Students will be expected to discuss social work implications within their posts. I suggest to all of my students that you post early and post often to receive full credit. Posts are graded according to relevance of content and active participation on the board. Points will be assigned as follows:

0=No Discussion

1=Little Discussion and no significance to post

2=Significant post but no discussion among classmates

3=Lots of Discussion and significant posts.

Please note: If you decide to wait to the last minute to post you will not receive full credit. It is not enough to say something brilliant but not be working within the discussion during the allotted posting time. Therefore: Post early and post often!

Direct Practice Assessment (20%) Weeks 10/21, 10/28, 11/4, 11/11, 11/18

This assignment will give students an opportunity to integrate their learning from the class and develop social work practice skills. This assignment will focus on conduction of a comprehensive state-of-the-art assessment using cultural, ecological, transactional, and developmental frameworks and current technologies that focus on 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:

Part I: (15%)

I. Demographic Data and Presenting Problem

Date, name, age, sex, race, source of income, marital status, living arrangements, etc...

II. Family History

Brief summary of childhood, born and raised, were parents married, with whom did you live growing up, who did you feel closest to, extended family relationships, are there family members you avoid or aren't speaking to, significant relationships, how many times married/divorced, number of children and ages.

III. Education and Work History/Military

IV. Psychiatric and Medical History

Current medications and doses, are you taking as prescribed, history of suicidal/homicidal ideation, describe attempts, history of abuse, current stressors (deaths, divorce, financial, etc...)

V. Chemical Dependence History

First use, current use, last use, history of treatment, history of DT's blackouts, seizures, family history of treatment, do you smoke, physical disabilities.

VI. General Appearance and Mental Status:

- a. Attention
- b. Memory
- c. Information
- d. Attitude
- e. Perceptual Disturbances
- f. Thought Content
- g. Speech
- h. Affect
- i. Willingness to participate
- j. Ability to participate
- k. Body Weight
- l. Groom/Hygiene
- m. Speech
- n. Mood
- o. Affective State

- p. Signs/Symptoms
- q. Thought Form
- r. Perception
- s. Judgement
- t. Insight
- u. Oriented to:

VII: Clinical Impression:

Axis: I

II

III

IV

V

VIII: Intervention Plan

Part II (5%): Self-Critique and Peer Feedback:

Students will work in groups of two to demonstrate the assessment process to the class. Upon completion of the assessment the clinician will turn in a self-critique and students will fill out a critique form provided in class during weeks of assessments.

1. Your critical assessment should answer the following questions and can be hand written or typed and turned in by 12a CST of the day you completed your assessment

What did you that was good?

What did you do that was awkward?

What would you do differently if in a similar situation?

Organizational Assessment (15%) Due 10/14/09

This assignment involves conducting a written analysis of aspects of a local organization based on the “Framework for Analyzing a Human Service Organization” in unit 3 of this course. Students are expected to pay particular attention to diversity, social and economic justice and ethical issues and concerns. Based on the information obtained from agency personnel and documents from interviews with at least 2 individuals in organizational positions, students will write an organizational assessment. Guidelines for completing this assignment are will be discussed in class and available on the course website. **Each paper MUST follow the format listed below with the following subheading clearly labeled.**

I. Analyze the Task Environment

1. Identify and Assess Relationships with Revenue Sources
2. Identify and Assess Relationships with Clients and Referral Sources
3. Identify and Assess Relationships with Other Elements in the Task Environment

II. Analyze the Organization Internally

1. Identify Corporate Authority and Mission
2. Understand Program Structure and Management Style
3. Assess the Organization's Programs and Services
4. Assess Personnel Policies, Procedures and Practices
5. Assess Adequacy of Technical Resources and Systems

Limit the body of your paper to no more than 10 to 12 single-spaced pages, using a 12-point font. Be sure to proof read and edit your writing.

Midterm and Final Exam: (15% each)

Midterm Examination: 10/7/09

Cumulative examination covering the history of the social work profession relationship, professional values and ethics, the professions commitment to social and economic justice and focus on vulnerable populations, theoretical underpinnings for social work practice, knowledge base for generalist practice skills (i.e. relationship building, communicating, interviewing etc.) and practice roles (i.e. mediator, facilitator etc.).

Final Examination: 11/18/09

The final exam will cover social work with communities, client assessments, social work with small groups, families, goal setting, interventions, and termination and evaluation.

Grade Distribution

In Class Activities 10 %

Discussion Board (5 at 3 pts each) 15%

Reflective Self-Assessment 10%

Assessment and Self Critique 20%

Mid-term Exam: 15%

Organizational Assessment 15%

Final Exam 15%

Total: 100%

**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

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

Week 1 Overview of the course

Aug 19 Introduction to course, review syllabus, course outline, assignments, Blackboard (course website).

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.

Week 2 Introduction to Social Work Practice

Aug 26 Lecture: Introduction to social work practice and overview of course. Discuss the historical development and mission of the social work profession, the purpose of social work, professional roles, and methods of practice. Discuss the needs of vulnerable, at-risk populations and the professions commitment to social and economic justice; spectrum of practice modalities and practice roles.

Required Readings

Hepworth et al., 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 3 Social Work Values and Ethical Foundation in Social Work Practice

Sept 2 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 the social work Code of Ethics. Review Social Work Professional Values and Code of Ethics: definitions, NASW Code of Ethics, and decision-making in conflicts and dilemmas, culturally responsive social work practice, ethics related to social work in a global context.

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.

Required Readings

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.

Dolgoft, Chapter 2, Values and professional ethics (On course reserve)

Hepworth et al., Chapter 2, Direct practice: Domain, philosophy, and roles

Supplemental Readings

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

- 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.

*****Reflective Self-Assessment DUE today****

Week 4 Social Work Values and Ethics in Social Work Practice

Sept 9 **Lecture:** Social Work Professional Values and Code of Ethics continued. Discuss guideline for ethical decision-making, personal beliefs - self-awareness, client rights, confidentiality, and social justice, identification and maintenance of appropriate personal conduct and professional boundaries in keeping with applicable laws and professional standards and ethics.

Required Readings

- Dolgoff, Chapter 3, Guidelines for ethical making (On course reserve)
 Chapter 4, Confidentiality and Informed Consent (On course reserve)
 Hepworth et al., Chapter 4, Operationalizing the cardinal social work values

Supplemental Readings

- Dolgoff, Chapter 6, Value neutrality and professional expertise (On course reserve)
 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.
 Reamer, F. G. (2003). Boundary Issues in social work: Managing dual relationships. *Social Work*, 48, 121-131.

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

Week 5 The Therapeutic Relationship

Sept 16 **Lecture:** Practice Skills: Relationship Building and Communication. Overview of the helping process and the generalist practice skills of engagement, establishing rapport, active listening, interviewing and exploring, evidenced-based interviewing and relationship building techniques, negotiating and conflict management skills with diverse clients/client systems.

Activity Role play use of skills

Required Readings

- Hepworth et al., Chapters 3, Overview of the helping process

Chapter 5, Building blocks of communication: Communicating with empathy and authenticity

Supplemental Readings

- DiClemente, C. C., Bellino, L.E. & Neavins, T. M. (1999). Motivation for change and alcoholism treatment. *Alcohol research & Health*, 23, 786-92.
- 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 6 The Therapeutic Relationship

Sept 23 **Lecture:** Practice Skills: Relationship Building, Communication and Interviewing. Generalist practice skills of engagement, establishing rapport, active listening, interviewing and exploring, negotiating and conflict management skills with diverse clients/client systems and evidenced-based interviewing and relationship building techniques.

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

Required Readings

- Hepworth et al., Chapter 6, Verbal following, exploring, and focusing skills
Chapter 7, Eliminating counterproductive communication patterns

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.
- 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 The Therapeutic Relationship

Oct 1 **Lecture:** Practice Skills: Relationship Building, Communication & Interviewing. Generalists practice skills including confrontation and assertiveness skills, transference, countertransference, and negotiating & conflict management skills to foster rapport, healthy boundaries and trust with diverse clients/client systems.

Activity: Role play use of skills

Required Readings

- Hepworth et al., Chapter 17, Additive empathy, interpretation, and confrontation
Chapter 18, Managing barriers to change

Unit 3 – Indirect/Macro Social Work Practice

Week 8 Social Work with Organizations

Oct 7 **Lecture:** Models of Social Work Practice with Organizations. Discuss key components of organizations, organizational practice, ethical dilemmas in organization, organizational environment, workplace discrimination, bullying and harassment, and organizational evaluation.

Required Readings

Dolgoft, Loewenberg & Harrington (2005) Chapter 10 Bureaucratic and work relationships
Netting, F. E., Kettner, P. M., & McMurtry, S. L. Chapter 8 Analyzing human service organizations

Supplemental Readings

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

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

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

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

Zastrow, C. (2006). *The practice of social work: A comprehensive worktext* (8th ed.). Chapter 9, Social work with organizations. (On course reserve)

*** **Mid Term Exam:** Covers readings and class discussion related to 1) the history of the social work profession relationship 2) professional values and ethics 3) the professions commitment to social and economic justice and focus on vulnerable populations 4) theoretical underpinnings for social work practice 5) knowledge base for generalist practice skills (i.e. relationship building, communicating, interviewing etc.).*** *this is an online exam to be taken in the comfort of your home, this exam opens at 12p CST and closes at 12a. CST.*

Week 9 Social Work with Communities

Oct 14 **Lecture:** Models of Social Work Practice with Communities. Discuss models of community practice, social marketing programs, challenging social systems, and strategies for community empowerment.

Required Readings

Hepworth et al., Chapter 14, Developing resources, planning, and advocacy as interventions strategies.

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

Supplemental Readings

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.

Mattaini, M. A. & Lowery, C. T. (2007). *Foundations of social work practice: A*

graduate text (4th ed.). Washington, D.C.: NASW Press. Chapter 10: practice with communities. (On course reserve)
Roberts & Greene, Chapter 96, Community practice models for the 21st century
Rothman, J. (1996). The interweaving of community intervention approaches. *Journal of Community Practice*, 3(3/4), 69-99.

*****Organizational Assessment DUE today****

Unit 4 – Direct Social Work Practice

Week 10 Client Assessments

Oct 21 **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.

Activity: Class demonstrations commence. Students shall pick a week to perform their direct practice assessment to the class in groups of two. Students can choose between weeks 10, 11, 12, 13, and 14. Assessment will be due on the week that you have chosen to perform the assessment to the class. Class members will complete critiques of the assessment. These will be given back to you for your review.

Required Readings

Hepworth et al., Chapter 8, Assessment: Exploring and understanding problems and strengths

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 11 Social Work with Small Groups

Oct 28 **Lecture:** Models of Social Work Practice with Small Groups. Perspectives on groups as an effective intervention: types of groups, group processes, rules, and techniques.

Activity Class demonstrations continue.

Required Readings

Hepworth et al., Chapter 16, Intervening in social work groups

Roberts & Greene, Chapter 79, Clinical social work with groups

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.

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.

Week 12 Social Work with Families

Nov 4 **Lecture:** Models of Social Work Practice with Families. Family assessment and use evidence-based interventions with families.

Activity: Class demonstrations continue.

Required Readings

Hepworth et al., Chapters 15, Enhancing family relationships

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

Week 13 Goal Setting and Contracting

Nov 12 **Lecture:** Social work assessment of individuals and families. 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

Activity: Class demonstrations continue.

Required Readings

Hepworth et al., Chapter 12, Negotiating goals and formulating a contract

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.

Week 14 Social Work Interventions

Nov 18 **Lecture:** Evidenced Based Evidenced Based Models/Approaches/Interventions. Strengths and empowerment perspective; generalist models/approaches include task centered, crisis intervention, solution focused, cognitive-behavioral, and critical evaluation of effective change-oriented interventions with systems of all sizes utilizing culturally acceptable resources for help/help seeking processes Discuss the delivering of effective interventions using evidenced based approaches.

Activity Class demonstrations continue

Video: Motivational Interviewing

*****Final Examination to be taken online in the comfort of your home or wherever else are you are most comfortable...*** exam will open at 12p CST and stay open until 12a CST.**

Required Readings

Hepworth et al., Chapter 13, Planning and implementing change oriented strategies
Chapter 14, Developing resources, planning, and advocacy as interventions strategies.

Supplemental Readings

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

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)

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

Week 15 Termination and Evaluation

Nov 26 **Lecture:** Practice Skills: Termination with Clients. Ending the therapeutic relationship, follow-up sessions and referrals, evaluating effectiveness of intervention. Wrap-Up and Evaluations

Required Readings

Hepworth et al., Chapter 19, The final phase: Evaluation and termination
Roberts & Greene, Chapter 84, Terminating with clients (Blackboard)

Supplemental Readings

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