

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

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

**Fall 2009**

**M & W 1:35-3:20 PM (206 Henson Hall)**

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

**Instructor:** David R. Dupper, M.S.W., Ph.D.

**Office:** 208 Henson Hall

**Phone:** (865) 974-5825

**Email:** [ddupper@utk.edu](mailto:ddupper@utk.edu)

**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*, 2009).

**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:**

Discussion board assignments (4 @ 10 points each).....	10%	(40 pts.)
Mid-term exam (Units 1 & 2).....	20%	(80 pts.)
Organizational analysis paper.....	20%	(80 pts.)
Direct practice assessment paper.....	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.

**Discussion Board Assignments:**

Topics for discussion board assignments will include: identification of personal biases and their impact on social work practice; the unique contributions of SW as a profession; addressing ethical dilemmas with large systems as well as in direct social work practice.

**Mid-term Exam:**

The mid-term exam will include, but not be limited to, questions on the following topics: 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 Paper:**

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 paper:**

This assignment will focus on conducting a 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 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**

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.

**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. Additional readings may be added throughout the semester.

**Course Content Outline:**

**Aug. 19, 2009-** Introduction to course, overview of course and assignments

**Aug. 24 & 26, 2009--** 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; generalist and advanced generalist practice; professional roles and interventions across systems

**Required readings:**

Zastrow text- chapter 1- OVERVIEW OF SOCIAL WORK PRACTICE. The History of Social Work. A Definition of Social Work. The Relationship Between Social Work and Social Welfare. Social Welfare. What Is the Profession of Social Work? Generalist Social Work Practice. Counseling as a Component of Generalist Practice. The Medical Model Versus the Ecological Model of Human Behavior. Goals of Social Work Practice. Micro, Mezzo, and Macro Practice. The Knowledge, Skills, and Values Needed for Social Work Practice.

\*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.

\*Wakefield, J.C. (1998). "Psychotherapy, distributive justice, and social work revisited". *Smith College Studies in Social Work, 69, 25-57.*

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

\*"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.*

**Aug. 31 & Sept. 2, 2009—**NASW Code of Ethics; ethical dilemmas; culturally responsive social work practice

**Required readings:**

Zastrow text- chapter 2- SOCIAL WORK VALUES. Value Dilemmas. Knowledge and Values. Value Dilemmas of Clients Versus Workers. Respect for the Dignity and Uniqueness of the Individual. The Client's Right to Self-Determination. Confidentiality. Ethical Dilemmas About AIDS.

Zastrow text- chapter 12- SOCIAL WORK PRACTICE WITH DIVERSE GROUPS. Problems and Barriers. Knowledge Needed for Cross-Cultural Work. Application of Knowledge: Techniques of Intervention. Ethnic-Sensitive Practice. Some General Observations. Macro Strategies to Promote Social and Economical Justice.

\*"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.

**Sept. 9, 2009** –Guidelines for ethical decision-making; professional boundaries & dual relationships; the appropriate use of self in social work practice with diverse populations.

**Required readings:**

\*"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.

**Sept. 14 & 16, 2009-** Spirituality and social work practice; critical thinking and social work practice; technology and social work practice; social work and the internet.

**Required readings:**

Zastrow text- chapter 13- SPIRITUALITY AND RELIGION IN SOCIAL WORK PRACTICE. Spirituality and Religion. Rationale for the Use of Spirituality in Social Work Practice. Spiritual Assessments of Clients. Spiritual Interventions with Clients.

\*“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).

\*“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.)

**Sept. 21 & 23, 2009**—comprehensive state-of-the-art generalist practice assessments including the collection, organization, and interpretation of multiple sources of data; constructing an ecomap; evidence-based social work practice; prevention approaches; strengths/empowerment perspective and prevention approaches; feminist social work practice

**Required readings:**

Zastrow text- chapter 3- ASSESSMENT. The Strengths Perspective. Sources of Information. Knowledge Used in Making an Assessment. Environmental System Emphasis. Assessing Problems. A Systems Perspective: The Pincus-Minahan Model.

\*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.

\*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.

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

**Sept. 28 & 30, 2009--** 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. Three Types of Social Work. The Place of the Interview. Opening the First Interview. Closing an Interview. Questioning. Note Taking. Tape Recording and Videotaping for Training Purposes.

\*“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.,)

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

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

**Oct. 5, 2009-- Midterm Exam**

**Oct. 7, 2009-** Macro practice roles; strengths perspective in macro practice; rural 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)

\*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.

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

\*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)

**Oct. 12 & 14, 2009-** 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. Models of Organizational Behavior. Liberalism Versus Conversation. Surviving in a Bureaucracy.

\*“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).

**Oct. 19 & 21, 2009- (Organizational Analysis Paper is due on Oct. 21)**

Social work in communities; models of community practice; community assessment and mapping; harm reduction; grassroots organizing; strategies for community empowerment

**Required readings:**

Zastrow text- chapter 10- SOCIAL WORK COMMUNITY PRACTICE. Eight Models of Community Practice. Generalist Practice Skills and Macropractice. Knowledge Necessary for Macropractice. Skills for Macropractice-Group Decision-Making Skills. Public Relations Skills and Communicating with the Public. Fund Raising/Political Activity and Lobbying. Community Practice-A Problem Solving Process. Values and Macropractice.

\*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)

**Oct. 26 & 28, 2009-** Social work practice with individuals; crisis intervention, solution focused, cognitive-behavioral approaches; overview of problem-solving steps; formulating a contract; assessment of social supports

**Required readings:**

Zastrow text- chapter 5- SOCIAL WORK WITH INDIVIDUALS: COUNSELING. Counseling from the Worker's Perspective. Counseling from the Client's Perspective. Client's Reactions to Having a Personal Problem.

Zastrow text – chapter 14- CLIENT-CENTERED THERAPY. Carl Rogers: Central Concepts. Theory of Personality Development and Psychopathology. Theory of Therapy. Evaluation.

\*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.

\*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.)

**Nov. 2 & 4, 2009** – social work practice with individuals; assessment vs. diagnosis; use and misuse of DSM; revisions to DSM-V; strategies for working with hostile/involuntary clients

**Required readings:**

\*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.

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

**Nov. 9 & 11, 2009** – 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. Diversity of Family Forms. Societal Functions of Families. Family Problems and the Nature of Social Work. Family Assessment. Family Therapy in Systems Perspective. Four Approaches to Family Therapy. Problem-Solving Stages.

\*“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.)

**Nov. 16 & 18, 2009—(Direct practice assessment assignment is due on Nov. 18)**

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. Types of Groups. How to Start, Lead, and Terminate Groups. Summary.

Zastrow text- chapter 7- SOCIAL WORK WITH GROUPS: CONCEPTS AND SKILLS. Membership and Reference Groups. Models of Group Development Over Time. Task and Maintenance Roles. Leadership Theory. Social Power Bases in Groups. Personal Goals and Group Goals. Conformity. Idiosyncratic Credits. Competitive and Cooperative Groups. Controversy and Creativity. The Win-Lose Approach Versus the Problem-Solving Approach. Strategies To Resolve Conflict. Handling Disruptive Behavior. Group Size. Starting, Leading, and Ending Therapy Groups. Co-Facilitating Groups. Legal Safeguards for Group Facilitators.

\*“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)

**Nov. 23 & 30, 2009-** 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. What Is Evaluation? The Single-System Evaluation Approach. Single-System Designs. Evaluating Programs. Evaluation in a Managed Care Environment. The Ethics of Evaluation. Information Technology in Social Work Practice.

\*“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.,)

\*“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.)

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

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