

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

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

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Office hours: Before/after class or other times by appointment.

Class meets on Mondays and Wednesdays from 5:45 to 7:35 pm in 209 Henson

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

Code of Conduct: It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.utk.csw.edu).

The Honor Statement: An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*, 2007).

Disability: If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 191 Hoskins Library (865-974-6087). This will ensure that you are properly registered for services.

Course Description: This is a required foundation course. Historic and contemporary contexts of social welfare. The profession's distinctive mission, history, values and ethical standards, and multiple roles with individuals, families, groups, organizations, and communities are examined using local to international comparisons. Theories are examined in the context of critical thinking and evidence-based practice. Defines generalist practice philosophy, methods, and 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)

Content: 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).

Text:

Hepworth, D.H., Rooney R.H., Rooney, G. D., Strom-Gottfried, K., & Larsen. J. A. (2010). *Direct social work practice: Theory and skills*. (8th ed.). Belmont. CA. Brooks/Cole.

Other required readings are on reserve in Hodges Library. Occasionally there may an additional reading assigned that is not listed on the course outline.

Course Requirements:

Students are expected to attend regularly, be on time for all class sessions, complete required readings, and participate in class discussions and activities. Please notify me if you need to be absent. Absences and the consistent tardiness will result in the loss of points. More than two absences will result in the loss of five points per absence.

Assignments

Three quizzes will be administered (on Blackboard) throughout the semester. Each quiz is worth 20 points for a total of 60 points. The first quiz will include but not be limited to information on the history and mission of social work, how it differs from other helping professions, the ecological perspective, and social work roles (**Competency 1**). The second quiz will include but not be limited to information on culturally sensitive engagement, assessment, and relationship strategies with client systems (**Competencies 2 and 4**). The third quiz will include but not be limited to the selection of and characteristics of evidence-based interventions with diverse client systems and termination with various client systems (**Competency 2 and Competency 5**). Approximate dates for the quizzes are 9/30 (quiz 1); 10/28 (quiz 2); and 11/23 (quiz 3). Quizzes will be posted on Blackboard and available for about five days.

An Organizational Analysis paper is worth 80 points (a detailed description of the paper is at the end of the Course Outline). (**Competencies 2, 3, 4, and 5**) Due on 11/2

A direct practice assessment assignment is worth 80 points. (a description of the assignment is at the end of the course outline) (**Competencies 2, 3, 4, 5, and 6**) Due on 10/19

A short paper where you analyze an ethical dilemma is worth 20 points (a description of the assignment is at the end of the course outline). (**Competency 1**) Due on 9/28

Attendance/Participation: 10 points (**Competency 6**)

Grading

230-250: A
220-229: B+
200-219: B
195-199: C+
175-194: C
<175: D

Course Outline:

8/19: Introductions, overview of the course.

8/24: Overview of the social work profession: History and mission. Professional roles. How social work is similar to and different from other helping professions. Social work's focus on vulnerable and at-risk populations

Text, Chapter 1: The Challenges of Social Work

Text, Chapter 2: Direct Practice: Domain, Philosophy and Roles

8/26: Video: Hull House

Cates, Jerry, R. (2007). Compassion, Control, and Justice in Social Work History (pp169-214). In Mark A. Mattaini and Christine T. Lowery, *Foundations of Social Work Practice*, 4th ed. Washington DC; NASW Press.

9/2: Social work values/ethics, NASW Code of Ethics, ethical dilemmas and guidelines for ethical decision-making; culturally responsive social work practice.

Text, Chapter 4: Operationalizing the Cardinal Social Work Values

NASW Code of Ethics

9/7: LABOR DAY-NO CLASS

9/9: Social work values and ethics, continued. Video: Professional choice: Ethics at Work

Lowery, Christine, T. (2007). Social Justice and International Human Rights. (pp. 63-92). In Mark A. Mattaini and Christine T. Lowery, *Foundations of Social Work Practice*, 4th ed. Washington DC; NASW Press.

9/14: Social work values and ethics continued. Class exercise on ethical decision-making

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.

Nair, Murali, D. & Brody, Ralph. Managing Time and Stress (Chp. 13, pp. 186-199). In Nair and Brody, *Macro Practice: A Generalist Approach*. Wheaton, IL: Gregory Publishing Co.

9/16: The Helping Relationship: Engagement and Developing Rapport. Empathy, Authenticity, Active Listening and other Basic Helping Behaviors

Text, Chapter 3: Overview of the Helping Process

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

Text, Chapter 5: Building Blocks of Communication: Communicating with Empathy and Authenticity

9/21: Continue The Helping Relationship: Engagement and Developing Rapport (role-play skills discussed in last session)

9/23: The Helping Relationship: Confrontation, Interpretation, Additive Empathy, Dealing with Involuntary Clients

Text, Chapter 7: Eliminating Counterproductive Communication Patterns

Text, Chapter 17: Additive Empathy, Interpretation and Confrontation

9/28: Video: Why am I here? (The video shows interviewing skills with clients mandated to services)

Text, Chapter 18: Managing Barriers to Change

9/30: Assessment: Collecting, Gathering and Synthesizing Data from Multiple Sources. Critical Thinking. Ecologically-based, Evidence-Based and Culturally Responsive Assessment Strategies that take into account culture, race, socioeconomic status, gender, sexual orientation, spirituality, developmental needs. How assessment is linked with evaluation.

Text, Chapter 8: Assessment: Exploring and Understanding Problems and Strengths

Gambrill, E. (2006). Critical Thinking: Integral to Evidence-based Practice. (pp. 101-127). In Gambrill, E. Social Work Practice: A Critical Thinker's Guide (2nd ed). New York: Oxford Press.

10/5: Assessment continued. Intrapersonal, Interpersonal, and Environmental Considerations. The difference between diagnosis and assessment. Assessing the risk of suicide and abuse. Ecomaps and graphic assessment strategies. Standardized measures.

Text, Chapter 9: Assessment: Intrapersonal, Interpersonal and Environmental Factors

Gambrill, E. (2006). Contextual Assessment. (pp. 309-342). In Gambrill, E. Social Work Practice: A Critical Thinker's Guide (2nd ed). New York: Oxford Press.

10/7: Student assessment groups will meet.

10/12: Goal Setting and Contracting.

Text, Chapter 12: Developing Goals and Formulating a Contract

10/14: Social Work with Organizations. Models of organizational behavior; organizational decision-making; bureaucracies; analyzing human service organizations.

Netting, F. Ellen, Kettner, Peter M., & McMurty, Steven, L. (2008). Chapter 7 (pp. 212-257). Understanding Organizations. In Netting, Kettner, & McMurty, Social Work Macro Practice (4th ed). Boston: Allyn & Bacon.

Netting, F. Ellen, Kettner, Peter M., & McMurty, Steven, L. (2008). Chapter 8 (pp. 258-305). Assessing Human Service Organizations. In Netting, Kettner, & McMurty, Social Work Macro

Practice (4th ed). Boston: Allyn & Bacon.

Vinokur-Kaplan, D. & Miller, P. (2008). When Community Mental Health meets Public Managed Care (pp. 170-185). In David P. Fauri, Stephen P. Wernet, & F. Ellen Netting, Cases in Macro Social Work Practice (3rd ed.). Boston: Allyn & Bacon.

10/19: Social work with Organizations, continued

Erdman, A. & Wernet, Stephen W (2008). Growing Hope: Strategic Planning and Organizational Change (pp. 139-154). In David P. Fauri, Stephen P. Wernet, & F. Ellen Netting, Cases in Macro Social Work Practice (3rd ed.). Boston: Allyn & Bacon.

Hyde, Cheryl A. (2008). The Women's Co-Op: The Clash of Two Organizational Cultures. In David P. Fauri, Stephen P. Wernet, & F. Ellen Netting, Cases in Macro Social Work Practice (3rd ed.). Boston: Allyn & Bacon.

10/21: Social Work with Communities. Models of community practice; community assessment and mapping; community empowerment

Text, Chapter 14: Developing Resources, Organizing, Planning, and Advocacy as Intervention Strategies

Kemp Susan P & Scanlon, Edward. (2007). Social Work with Communities. (pp. 317-354). In Mark A. Mattaini and Christine T. Lowery, Foundations of Social Work Practice, 4th ed. Washington DC; NASW Press.

Scherch, Johathan (2008). Riverton: Envisioning a Sustainable Community. (pp 92-106). In David P. Fauri, Stephen P. Wernet, & F. Ellen Netting, Cases in Macro Social Work Practice (3rd ed.). Boston: Allyn & Bacon.

10/26: Social Work Assessment with Groups. Types of groups. Purpose and structure of groups. Planning a Group. Group Processes.

Text, Chapter 11: Forming and Assessing Social Work Groups

10/28: Social work Intervention with Groups. Group leadership.

Text, Chapter 16: Intervening in Social Work Groups

Nair, MD & Brody, R. (2007). Skills in Running Meetings (Chp 12, pp. 167-185). In Nair and Brody, Macro Practice: A Generalist Approach (8th ed.) Wheaton, IL: Gregory Publishing Co.

11/2: Social Work Assessment with Families. Genograms. Family diversity. Family Functions.

Text, Chapter 10: Assessing Family Functioning in Diverse Family and Cultural Contexts.

Jordan, C., Hunter, S., Rycraft, J. & Vandiver, V. (2003). Assessing Families who are Multistressed (chp. 9, pp. 313-350). In Jordan, C & Franklin C. (eds.). *Clinical Assessment for Social Workers: Quantitative and Qualitative Methods*. Chicago: Lyceum

11/4: Social work Evidence-based Intervention with Families. Family Therapy. Family Support/Preservation Services.

Text, Chapter 15: Enhancing Family Relationships

11/9: Social Work Evidence-based Interventions (including crisis intervention, CBT, Solution-Focused Therapy, and Motivational Interviewing)

Text, Chapter 13: Planning and Implementing Change-Oriented Strategies

Bronson, DE (2009). A Behavioral Approach to Social Work Treatment (pp. 288-293). In AR Roberts (Ed). *Social Workers' Desk Reference*. New York: Oxford.

Vonk, ME & Early, TJ (2009). Cognitive-Behavioral Therapy (pp. 242-247). In AR Roberts (Ed). *Social Workers' Desk Reference*. New York: Oxford.

11/11: Social Work Interventions, continued

Eaton YM & Roberts AR (2009). Front Line Crisis Intervention (pp 207-214).). In AR Roberts (Ed). *Social Workers' Desk Reference*. New York: Oxford.

Ligon, J. (2009) Fundamental of Brief Treatment (pp. 215-220). In AR Roberts (Ed). *Social Workers' Desk Reference*. New York: Oxford.

11/16: Social work Interventions, continued

Dejong, P. (2009). Solution-focused Therapy. (pp 253-258). In AR Roberts (Ed). *Social Workers' Desk Reference*. New York: Oxford.

Kelley, P (2009). Narrative Therapy (pp273-277). In AR Roberts (Ed). *Social Workers' Desk Reference*. New York: Oxford.

Bricker-Jenkins, M & Netting, FE (2009). Feminist Issues and Practices in Social Work. (pp 277-283). In AR Roberts (Ed). *Social Workers' Desk Reference*. New York: Oxford.

11/18: Social work Interventions, continued

Video: Motivational Interviewing

Chapter 1: Why do People Change? And Chapter 4: What is Motivational Interviewing IN Miller WR & Rollnick S (2002). *Motivational Interviewing* (2nd ed).

11/23: Termination.

Text, Chapter 19: The Final Phase: Evaluation and Termination

11/25: NO CLASS

11/30: Wrap-up and course evaluation

Organizational Analysis Paper Framework for Analyzing a Human Service Organization

Directions: Conduct an analysis of a social service organization using the “Framework for Analyzing a Human Service Organization” found in the reading “Assessing Human Service Organizations.” You will need to interview various staff at your agency for this assignment and review agency materials/handbooks. The paper should be between 10 and 15 pages, double spaced, 12 font. See the reading for a detailed description of the information to obtain in each section of the paper. The sections are (and please label them accordingly in the paper):

ASSESS THE TASK ENVIRONMENT

1. Identify and assess relationships with revenue sources
 - a) Cash revenues
 - b) Noncash revenues
 - c) Relationships with revenue sources
 - d) Identify and assess relationships with clients and referral sources
 - e) Relationships with referral sources
2. Identify and assess relationships with other elements in the task environment
 - a) Relationships with regulatory bodies, professional organization, and the general public
 - b) Relationships with competitors and collaborators

ASSESS THE ORGANIZATION INTERNALLY

1. Identify corporate authority and mission
2. Understand program structure and management style
 - a) Organizational and program structure
 - b) Management and leadership style
3. Assess the organization’s programs and services
4. Assess personnel policies, procedures, and practices
5. Assess adequacy of technical resources and systems
 - a) Budget management
 - b) Facilities and equipment
 - c) Computer technology and information management

Direct Practice Assessment Assignment

Directions: Students will work in groups of three to complete the assessment assignment. The completed product will consist of the written client assessment and a reflection of what the student has learned in the process of conducting the assessment, receiving feedback, observing and providing feedback to group members. The reflection can incorporate learning from the class and field, as well as prior experiences with helping.

A detailed assessment protocol will be discussed and distributed in class, but the main sections include:

1. Identifying Information
2. History and Nature of Presenting Problem
3. Current Client Functioning and Relevant History (Intrapersonal, Interpersonal (family, peers, work, school), Emotional, Behavioral, Mental Health, Health, Role Performance, Developmental Consideration, Cultural/Ethnic and Gender Considerations)
4. Social and Environmental Context
5. Summary of Problem and Contributing Sources and Resources Available
6. Preliminary Treatment Plan (desired outcomes and possible interventions)

The second part of this assignment is reflective paper based on the interview experience. What did you learn about your interview skills or comfort with certain client groups/problems? What are your interview strengths? What felt awkward and did not go so well? What knowledge did you bring to bear on the assessment and what were some knowledge gaps? What are some of your goals in terms of enhancing your helping skills? (in terms of affective, knowledge, behavior, etc.)

The assessment should be eight to twelve double-spaced pages, 12 fonts. The reflective paper should be 3 to 5 pages, double spaced, 12 fonts.

Ethical Dilemma Paper

Students will be provided a case scenario that presents an ethical dilemma. Students will identify the dilemma and the ethical standards in conflict, systematically analyze the dilemma, discuss what steps they might take to resolve the dilemma, present and justify the action she or he would take. Paper should be three to five pages, double-space, 12 font.