

**THE UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK  
SW 522 INTRODUCTION TO SOCIAL WORK PRACTICE  
(4 Credit Hours)**

**Instructor: Jeanne Ferreira-Tuohey, MA; MSW  
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Class: Wednesdays, 5:45- 9:35 P.M. HH 209  
Office hours: Before class & by appointment HH Room 310**

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](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*, 2007).

**Disability**

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

**Course Description:**

This is a required foundation course. Historic and contemporary contexts of social welfare. The profession's distinctive mission, history, values and ethical standards, and multiple roles with individuals, families, groups, organizations, and communities are examined using local to international comparisons. Theories are examined in the context of critical thinking and evidence-based practice. Defines generalist practice philosophy, methods, roles. Emphasizes skills (i.e., interpersonal communication, relationship building, power analyses, assertiveness, conflict management) that are essential to problem identification, assessment, and intervention with all client systems (individuals, groups, organizations, communities), and with other professionals and decision-makers. Uses local to international examples to translate theory and evidence-based knowledge into practice that is competent, ethical, culturally affirming, and empowering.

The commitment of the profession of social work to practice with culturally diverse, vulnerable, and at-risk populations and to promote economic and social justice is infused within the topical areas of this course. It is an introduction to direct and indirect social work practice roles and models, with an emphasis on generalist practice within a strengths and ecological/systemic

theoretical perspective. The professional use of self, interpersonal communication, and relationship building skills are emphasized, including empathic communication skills, mutuality, and diagnostic and strength-based assessment paradigms to assist with goal and comprehensive plan formation. The course will socialize students to core components and similarities and differences in basic problem solving processes (problem definition, assessment, goal planning, intervention, and termination) with individuals, families, small groups, organizations and communities. Examples of practice models and interventions include motivational interviewing techniques, the solution-focused approach, feminist models, task-centered, cognitive-behavioral and crisis interventions. Generalist social work practice and practice roles are examined in the context of communities and organizations.

### **Course Rationale**

Problem-solving processes and planned change form the knowledge and practice skill base for professional functioning. This course serves a socialization function by assisting students with their integration of theory and social work practice knowledge with client/client system needs, problems, and assets. The course also assists students to understand both their personal and professional values, and how these values transcend into their work with clients. This is a foundation course to prepare students to apply a generalist perspective to social work practice.

**Course Competencies:** By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

1. Articulate social work history, mission, and its unique contributions as a profession including its focus on vulnerable, at-risk populations and its commitment to social and economic justice. (Values/ethics-F.1; Practice-F.1; Pops at-risk & SJ- F.4; CT/EBP- F.1). (*content: definition and historical development of social work practice; similarities and differences with other helping professions; knowledge base (e.g., person-in-environment perspective, focus on strengths, capacities, & resources, methods & techniques with clients); spectrum of practice modalities and practice roles (e.g., direct service provider, broker, coordinator, mediator, negotiator, facilitator, case advocate, and change agent); practice in local to global contexts); value and ethical foundation of social work practice).*
2. Articulate methods of engaging, maintaining, and appropriately terminating helping relationships with diverse clients/client systems in a variety of social work settings using a culturally affirming, generalist, ecological perspective. (Practice- F.2; Diversity-F.1).(*content: definitions of clients and client systems (i.e., individuals, families, small groups, organizations, communities); similarities and differences in direct and indirect problem solving models and processes (e.g., problem identification, assessment, intervention, evaluation, and termination); assuming appropriate practice roles with diverse individuals, families and small groups; influence of cultural, social, economic similarities, differences, and disparities on problem solving processes; pre-planning and planning strategies for small group work (i.e., client screening, sponsorship, agency influences, resources, recruitment, consents, confidentiality); types of small groups (i.e., support, psycho-educational, task groups).*
3. Conduct comprehensive state-of-the-art assessments using a cultural, ecological, transactional, and developmental framework and current technologies that focus on the needs, strengths, capacities, assets and resources of client systems in relation to their broader environments.

(HBSE- F.6; Practice-F.3; CT/EBP-F.1.; Diversity-F.4) (*content: similarities, differences, and core elements of client/client systems (i.e., individuals, groups, organizations, communities); assessments with regard to direct and indirect practice; culturally affirming, evidenced-based assessment (i.e., identification of issues, problems, needs, resources, & strengths/assets); identify access & barriers to resources, use of information technology sources); collection, organization, and interpretation of multiple sources of data pertinent to an ecological perspective that takes into account culture, race, socioeconomic class, gender, sexual orientation, stage of development, spiritual needs and perspectives, and physical and mental functioning; defining assessment versus diagnosis; evidenced-based interviewing and relationship building techniques (i.e., motivational interviewing, online interviewing).*)

4. Describe generalist practice skills including relationship building, communication and interviewing, negotiating and conflict management skills to enter and maintain relationships with diverse client systems (Practice-F.4; Values/ethics-F.4; Pops at-risk & SJ-F.4; CT/EBP-F.2, F.4; Diversity-F.1). (*content: similarities and differences in interpersonal communication and relationship building skills in direct and indirect practice (i.e., case management, counseling, advocacy), including active listening, additive empathy, clinical confrontation, mutuality; motivational interviewing techniques; persuasion, maintaining autonomy, articulation of interests, affiliation, agenda-setting, assertiveness, negotiating, contracting, conflict management, power analyses (i.e., types, sources, and assessment tools) regarding power in professional relationships with clients, colleagues, and other decision-makers).*)

5. Compare & contrast evidence-based theories/approaches/interventions and models of social work practice with clients/client systems in relation to their congruence with social work values, attention to all forms of diversity, and evidence-bases. (Practice-F.6; Values/ethics-F.1; CT/EBP-F.3; Diversity-F.4). (*content: strengths and empowerment perspective; generalist models/approaches include: gender-sensitive/feminist models, task centered, crisis intervention, solution focused, cognitive-behavioral, small group work in the context of agencies, communities and organizations; selection and critical evaluation of effective change-oriented interventions with systems of all sizes utilizing culturally acceptable resources for help/help seeking processes).*)

6. Identify personal biases and demonstrate the appropriate use of self in social work practice with diverse populations in light of professional values and the social work Code of Ethics. (Practice-F.7; CT/EBP-F.2; Values/ethics-F.1, F.2, F.3, F.4; Diversity-F.2). (*practitioner self-awareness, self-assessment, and conscious use of self in professional relationships with clients, colleagues, and other decision-makers; recognition of facilitating factors and potential areas of conflict; planning for evaluation of one's own practice; identification and maintenance of appropriate personal conduct and professional boundaries in keeping with applicable laws and professional standards and ethics; self care including stress and time management; assessment of power sources, types, and differentials in professional relationships with clients, colleagues, and others; assessment of types of workplace discrimination, bullying and harassment; assertiveness; lifelong learner and professional development).*)

## **TEXT- REQUIRED**

Hepworth, D.H., Rooney R.H., Rooney, G., Gottfried, K., and Larsen. J. A. (2006) *Direct Social Work Practice: Theory and Skills*. 7th edition. Wadsworth Publishing Co., Belmont. CA.

### **SUGGESTED( AND CONSULTED):**

Thomlison, B. (2007). *Family assessment handbook: An introduction and practical guide to family assessment* (2nd ed.). Belmont, CA: Thomson Brooks/Cole.

Boyd-Webb, N.(2001). *Culturally Diverse Parent-Child and Family Relationships*. New York: Columbia University Press.

### **ARTICLES ON RESERVE:**

Articles on electronic reserve at Hodges Library. Look under Instructor's name.

These articles will be used for your final annotated bibliography, plus as assigned in outline.

## **COURSE OUTLINE**

There will be a four hour class weekly and web-based classes with assignments posted that will consist of approximately 3 hours each. Every student must complete all web classes. Also, there will be videos shown in class . **All readings should be done in advance of the dates they are discussed in class.**

### **Week 1.**

Introduction to social work practice and overview of the course. Review course content, final paper criteria, grading, & library reserve information.

**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.

The social work profession

- A. Historical development
- B. The nature and purpose of social work practice
- C. Professional roles and methods of social work practice
- D. The ecological and strengths perspective

**Read Text:** Hepworth; Chapter 1, The Challenges of Social Work ( you will have already read this prior to class)

### **Week 2**

Social Work Values and Ethics

- A. Definitions
- B. NASW code of ethics (www. NASW.COM)
- C. Decision screen for conflicts and dilemmas

**Read Text:** Hepworth; Chapter 2, Direct Practice Domain, Philosophy, and Roles ( you will have already read this prior to class)

**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

### **Week 3**

Social Work Values and Ethics in practice, continued

- A. Ethical decision-making
- B. Personal beliefs - self-awareness
- C. Client rights
- D. Confidentiality
- E. Social Justice

**Read Text:** Hepworth: **Chapter 4**, Operationalizing the Cardinal Social Work Values.

**Activity:** Small Group discussion and case example. Review the code of ethics and discuss “compelling professional reasons” for violating a person’s confidentiality and privacy.

**Activity:** Identify the qualities students would expect of a person in whom they would confide personal problems. Discussion of empathy. What can a social worker do to lessen anxiety and set the stage for helping?

### **Week 4**

**Read Text:** Hepworth, Rooney and **Chapter 3**, Overview of the Helping Process - **Chapter 5:** Building blocks of communication: Communicating with Empathy and authenticity.

**Activity:** Distinguishing between Level 4 & 5 Empathy: examples and practice.

### **Week 5**

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

**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; handout vignette #1. ( Thomlison)

Write original empathic responses in class, in groups.

### **Week 6**

Exploration and engagement: The social work relationship

**Read Text:** Hepworth, **Chapter 7**, Eliminating Counterproductive Communication Patterns.

**Chapter 18**, Additive empathy, interpretation and confrontation.

Discussion of transference and counter-transference.

**Activity:** Role play use of skills ( your choice of cases): Thomlison, Del Sol Case

## **Week 7**

Mezzo and Macro Approaches: Perspectives on groups and community interventions

- a). Types of groups
- b) Group Rules

**Read Text:** Hepworth: **Chapter 16**, Intervention in Social Work Groups

**Articles:** Nair & Brody- Chapter 3, Client advocacy at the macro level

Long- Defining macro practice

Weil, Marie-Community practice models for the 21<sup>st</sup> century

Zastrow- Social Work with Groups: types of groups and guidelines for leading them

## **Midterm (multiple choice, essay)**

*[Complete web-based Class #1 \(after class and throughout the week. On-line forum: Empathy Level 4 & Level 5 Practical application\)](#)*

**Cultural Diversity family cases distributed. Read:**McGoldrick, Monica –Using genogram to map family patterns

## **Week 8**

**DUE:** Genogram of your own family

Social Work Assessment of individuals and families

Review the family life cycle (UT Online course materials)

**Read Text:** Hepworth: - **Chapter 8**, Exploring and Understanding Client Problems and Strengths  
**Chapter 9**, Assessing Intra personal and Environmental Factors.

Practice Theory and Perspectives

- A. The ecological perspective
- B. Strengths and resilience
- C. Application of theory

**READ: Article:** Austrian, Sonia- Guidelines for conducting a bio-psychosocial assessment.

**Activity:** Review psychosocial assessment forms from your field placement or worksite(Small groups)

## **Week 9**

**DUE:** FAMILY ASSESSMENTS (from Cultural Diversity cases you had be given in class, from the Nancy Boyd Webb text).

Goal Setting and Contracting

Critical thinking and planning with the client and family.

**Read Text:** Hepworth- **Chapter 12**, Negotiating Goals and Formulating a Contract.

**Activity:** Role-play goals/ contract setting with Del Sol family, Thomlison

## **Week 10**

**LECTURE:** EXAMINE three models of Social Work interventions

- A. Task Centered Treatment
- B. Crisis Intervention
- C. CBT

Interventions in social work practice

**Read Text:** Hepworth, **Chapter 13**, Planning and Implementing .....

**Chapter 14**, Developing Resources and Advocacy as Intervention

**Articles:** Vonk, M. Elizabeth- Cognitive Behavioral Therapy

Zastrow- Social Work with Organizations

Zastrow- Social Work Community Practice

**Activity:** Advocacy Case examples from your field placement or worksite; Cultural considerations with SW interventions discussion in small groups.

## **Week 12**

**Complete Web-based Class # 2 TOPIC: ORIGINAL MACRO DESIGN PROGRAM:**

- Community interventions: Prevention (Primary), Secondary, and Universal interventions. Models of community practice; Social marketing programs; strategies for community empowerment.

**Activity:**

Construct a multi-layered intervention for primary, secondary and universal intervention for population you will choose in class, randomly. (I have the specific populations on cards.) You will work in small groups outside of class. Further discussion in class of the expectations and grading criteria will be given to you in advance. SMALL GROUP DISCUSSION BOARDS WILL BE SET UP TO HELP YOU COMMUNICATE AND PLAN.

## **Week 13**

**CLASS PRESENTATIONS OF YOUR INTERVENTION PROGRAMS 1<sup>st</sup> half of class**

After break: Crisis Intervention: DISCUSSION & EXAMPLES

**Video-** Suicide Risk Assessment

## **Week 14**

Summary, Termination and Evaluation in social work practice.

**Read Text:** Hepworth- **Chapter 19**, The Final Phase: Evaluation and Termination.

**ASSIGNMENT OF ANNOTATED BIBLIOGRAPHY AS FINAL PROJECT (Discussion of expectations, due date, etc.)**

## **Week 15**

Group discussion-Evaluation and termination with clients  
Field experiences and worksite experiences( good and bad).

**Article:** Zastrow - Social Work with families

**Activity** – Role play a CBT session with the Del Sol family Session One

## **Week 16**

**DUE:** Annotated Bibliography

CBT discussion continued.**Activity:** Role Play Session Two of CBT session with Del Sol family. Peer Feedback, Course evaluations, wrap –up .

The **grading scale** is as follows:

- A 94 - 100
- B+ 88- 93.9
- B 80 - 87.9
- C+ 77 - 79.9
- C 70 - 76.9
- D 60 - 69.9
- F < 60

## **Grading for assignments:**

- 10%** Attendance, Class role plays & participation in small group activities
- 10%** Assignment Web- Based class #1
- 10 %** Assignment - Web-Based class #2
- 20%** Assignment - Family Assessment
- 20%** Midterm exam
- 10%** Genogram
- 10%** Assignment Group Presentation, Group grade
- 10%** Annotated bibliography

### **SPECIFICS FOR ASSIGNMENTS:**

**Assignment Web-Based Class #1** This will be thoroughly explained in class.

**Assignment Web- Based class #2:MACRO PRACTICE ASSIGNMENT** See syllabus,Week 12

**Genogram of your own family -3 generations Due Week 8**

Please refer to Thomlison's pp 66-70 for explanations , as well as McGoldrick article

**Family Assessment** -Using techniques discussed in class and in the Hepworth book (Ch 8, 9, 10) write a comprehensive family assessment of the case you are given from the Boyd-Webb cultural text. The assessment should include environment, systems information, cultural contexts, strengths, psychosocial deficits, mental status information, previous mental health history if known, and a plan to address the problem situation that includes both short-term and long-term goals. The length should be approximately 3-5 pages.

**Read Tomlison The Family interview (pp 63-67) before you complete assignment .**

**Community Group Presentation:** You will present your Intervention Program to the class. You will have prepared and met on line as well as out of class to divide workload and strategize. You will have 15-20 minutes total. You will receive peer feedback. Grading will be recorded by the instructor.

**Readings for your final paper- annotated bibliography are on *Electronic Reserves* at UTK Library: [www.lib.utk.edu](http://www.lib.utk.edu). Look up reserves by SW 522 Ferreira-Tuohey**