

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

**SW 522 – Introduction to Social Work Practice
(4 Credit Hours)
Spring 2008**

Instructor: Leonora E. Foels, LCSW, PhD. **Phone:** 256-1885 ext. 136
Class Time: Wednesday, 5:30 to 9:20 pm **Email:** lfoels@utk.edu
Office Hours: Wednesday, 4:00 to 5:00pm and by appointment. **Office:** Room 280

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, 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., Gottfried, K., & Larsen, J. A. (2006). *Direct social work practice: Theory and skills* (7th ed.). Belmont, CA: Wadsworth Publishing Co.

Roberts, A. R. & Greene, G. J. (2002). *Social Workers' Desk Reference*. New York: Oxford University Press. (On library reserve)

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

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 students. 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 and attend all class sessions. 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; Due Week 3 (1/23/08)

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 procedures, proof read, and edit your writing.

Quizzes (20 points); Weeks 4 (1/30/08), 5 (2/6/08), 6 (2/13/08) & 7 (2/20/08) and Mid-Term Examination (20 points); Week 8 (2/27/08)

On-line quizzes and a mid-term examination will be given during the semester. These examinations will require students to demonstrate knowledge of direct social work practice skills based on all required readings.

On-Line Class Assignments (15 points); Weeks 10 (3/12/08), Week 11 (3/26/08), and 12 (4/2/08).

There will be three hour classes weekly and three web-based classes with assignments posted that will consist of approximately three hours each. Every student should complete all three web classes. Completion of these classes can be done at anytime prior to the date posted on the syllabus. However, once the date is past, the material will no longer be available and you will receive a ZERO for any assignments not completed.

Client Assessment; Due Week 9 (3/5/08)

Assess a client (real or imaginary) using techniques discussed in class and in Hepworth, Rooney, Rooney, Strom-Gottfried, and Larsen, (2006) chapters, 8, 9, and 10. 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.

Limit the body of your paper to no more than 3 single-spaced pages, using a 12-point font. Be sure to proof read and edit your writing.

** Use this client to complete the video presentation.

Family Assessment, Due Week 11 (3/26/08)

Read Tomlison "The Family Interview" (pp. 63-67) and the Jacques Family Vignette (Tomlison, pp. 141-145). Once you have read the case material on the Jacques family, complete a family assessment. The assessment should include a comprehensive problem statement, cultural context information, power structures, boundaries, roles, communication and decision making styles, a description of the family's strengths and risk factors, family life cycle stage assessment, and a description of a plan that identifies both short-term and long term goals to address the problem situation.

Provide a genogram and ecomap of the Jacques family. Refer to Tomlison's pp 66-73 for explanations. Also see Roberts & Greene, Chapter 42. Another tool to assist in the building of your family genogram is GenoPro - www.genopro.com

Limit the body of your paper to 3 to 5 typewritten, single-spaced pages, using a 12-point font. You must make use of at least **3 different**, professional reference sources (*general web pages/sites are not considered professional literature*) to support your discussions. Be sure to utilize correct APA procedures, proof read, and edit your writing.

Role Play Video Demonstration; Due Weeks 12 (4/2/08), 13 (4/9/08), 14 (4/16/08), & 15 (4/23/08)

This assignment will give students an opportunity to integrate their learning from the class and develop social work practice skills. You are to arrange a role play and demonstrate both general and specific skills covered in class such as rapport building, conveying empathy, interpretation, confrontation, and identification of your client's target behavior for change. Please keep in mind that this is not an initial session so that all skills may be demonstrated.

- 1) Before your role-play video demonstration, recruit a classmate, friend or family member and prepare them for their role by telling them what you want them to do. Keep in mind that your client's participation should not be scripted but guided by your coaching. Remember you are the clinician.

**Please use the client you completed the assessment on earlier in the semester.

- 2) Enact a 10 to 15 minute session using social work practice skills learned in class.
- 3) **BE SURE TO RECORD YOUR SESSION!** Digital camera equipment and a room for recording will be available. You will need to furnish a DVD for your use. Be sure to use the sign up sheet.
- 4) After your role-play video demonstration, be prepared to discuss and conduct a self-critique of your performance.
- 4) Role play video demonstrations will be peer reviewed to provide you feedback on your performance. The peer feedback form will be distributed on the day of the role-play demonstration.

Grade Distribution

Class Participation	05 points
On-line Assignments (3 at 5 pts each)	15 points
Reflective Self-Assessment;	15 points
Quizzes (4 at 5 pts each)	20 points
Mid-term Assignment;	20 points
Client Assessment;	05 points
Family Assessment;	10 points
Role Play Demonstration	<u>10 points</u>
Total	100 points

***Extra Credit:** Students may select a supplemental reading and prepare a review for the class with implications for practice clearly articulated. You **must** sign up in the first four sessions for this activity. A guiding format is located online. (2 extras points.)

****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

Week 1 (1/9/08)

Lecture Introduction to social work practice and overview of course. Review of syllabus, discussion of assignments, and library reserve information. 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.

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.

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 2 (1/16/08)

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.

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.

Dolgoff, 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.

Week 3 (1/23/08)

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.

Activity Identify the qualities students would expect of a person whom they would confide personal problems. Discuss feeling empathy versus conveying empathy. What can a social worker do to lessen anxiety and set the stage for helping?

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

Reamer, F. G. (2003). Boundary Issues in social work: Managing dual relationships. *Social Work, 48*, 121-131.

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.

Week 4 (1/30/08)

Lecture Practice Skills: Relationship Building and Communication. Discuss methods of engaging, maintaining helping relationships with diverse clients/client systems.

Activity Small group discussion and case examples. Review the Code of Ethics and discuss “compelling professional reasons” for violating a person’s confidentiality and privacy.

Activity Role play use of skills

Quiz 1 Posted on-line

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 5 (2/6/08)

Lecture Practice Skills: Relationship Building, Communication and Interviewing.
Describe practice skills including relationship building, interviewing, and conflict management skills to foster rapport, healthy boundaries and trust.

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

Quiz 2 Posted on-line

Web

Class 1 CBT and application of technique (to be completed no later than Week 10, 3/12/08)

Required Readings

Hepworth et al., Chapter 6 - Verbal following, exploring, and focusing skills

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.

Week 6 (2/13/08)

Lecture Practice Skills: Relationship Building, Communication and Interviewing
Continued

Activity Role play use of skills

Quiz 3 Posted on-line

Web

Class 2 Family Therapy Techniques (to be completed no later than Week 11, 3/23/08)

Required Readings

Hepworth et al., Chapter 7 - Eliminating counterproductive communication patterns

Supplemental Readings

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 (2/20/08) Mid Semester Evaluation

Lecture Practice Skills: Relationship Building, Communication and Interviewing Continued

Activity Role play use of skills

Quiz 4 Posted on-line

Web

Class 3 Group Types (to be completed no later than Week 12, 4/2/08)

Required Readings

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

Week 8 (2/27/08)

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.

Video Approaches to Therapy: Cognitive, behavioral and humanistic based therapies.

Activity Review psychosocial assessment handout. Review mental status exam vocabulary and narratives. Complete assessment exercise using case study. Review the family life cycle (See course website materials)

Mid-term Examination posted on-line

Required Readings

Hepworth et al., Chapter 8 – Assessment: Exploring and understanding problems and strengths
Chapter 9 – Assessment: Intrapersonal and environmental factors
Chapter 10 – Assessing family functioning in diverse family and cultural contexts

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 9 (3/5/08)

Lecture Social work assessment of individuals and families. Continue exploring client needs, strengths, resources and other factors.

Activity Role play examples. Complete exercise on goal setting and contract development.

Video Motivational Interviewing.

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 10 (3/12/08)

Lecture Evidenced Based Evidenced Based Models/Approaches/Interventions. Compare and contrast evidence-based theories/approaches/interventions and models of social work practice with clients/client systems. Review Solution Focused Therapy, Cognitive Behavioral Therapy (CBT), Task Centered Treatment, and Crisis Intervention. Discuss the delivering of effective interventions using evidenced based approaches.

Video Suicide Risk Assessment

Required Readings

Hepworth et al., Chapter 13 – Planning and implementing change oriented strategies

Roberts & Greene, Chapter 15, Frontline crisis intervention (On library reserve)
Chapter 17, The task-centered model (On library reserve)
Chapter, 20, Solution-focused therapy (On library reserve)
Chapter 21, Cognitive-behavioral therapy (On library reserve)

Supplemental Readings

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

- Glicken, 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 11 (3/26/08)

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

Required Readings

Hepworth et al., Chapters 15 – Enhancing family relationships

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

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
- Jones, A.C. (2003). Reconstructing the stepfamily: Old myths, new stories. *Social Work, 48*, 228-236.
- Marcenko, M.O., Kemp, S.P., & Larson, N.C. (2000). Childhood experiences of abuse, later substance use and parenting outcomes among low-income mothers. *American Journal of Orthopsychiatry, 70*, 316-326.
- Mayo, Y. (1997). Machismo, fatherhood, and the Latino family: Understanding the concept. *Journal of Multicultural Social Work, 5*, 49-61.
- Olkin, R. (1999). Families with disabilities. *What psychotherapists should know about disability*, (pp. 90-136). New York: The Guilford Press.
- Ragg, D.M. (2006). The four parenting functions. In *Building family practice skills: Methods, strategies, and tools*, (pp. 37-68). Belmont, CA: Thomson Brooks/Cole.
- Rigazio-DiGillio, S. (2002). Family counseling and therapy: Theoretical foundations and issues of practice. In (A.E. Ivey, M. D'Andrea, M.B. Ivey, & L. Simek-Morgan, Eds.), *Theories of counseling and psychotherapy: A multicultural perspective*, (5th ed.), (pp. 390-428). Boston: Allyn & Bacon.
- Ryan, S.D., Pearlmutter, S. & Groza, V. (2004). Coming out of the closet: Opening adoptive agencies to gay and lesbian adoptive parents. *Social Work, 49*, 85-95.
- Terr, L. C. (1991). Childhood traumas: An outline and overview. *American Journal of Psychiatry, 148*, 10-20.
- White, D.W., & Woollett, A. (1992). Ch. 7, The family in transition: Single parenting, family breakup and reconstituted families. In *Families: A Context for Development*. London: Falmer, pp. 103-120.

Week 12 (4/2/08)

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 commence

Guest Speaker TBA

Required Readings

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

Roberts & Greene, Chapter 79 - Clinical social work with groups (On library reserve)

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. (On library reserve)

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 13 (4/9/08)

Lecture Models of Social Work Practice with Communities. Discuss models of community practice, social marketing programs, and strategies for community empowerment.

Activity Class demonstrations continue

Required Readings

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

Roberts & Greene, Chapter 96, Community practice models for the 21st century (On library reserve)

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 11; Social work with communities. (On course reserve)

Rothman, J. (1996). The interweaving of community intervention approaches. *Journal of Community Practice*, 3(3/4), 69-99.

Week 14 (4/16/08)

Lecture Models of Social Work Practice with Organizations. Discuss key components of organizations, organizational practice, ethical dilemmas in organization, organizational environment, and organizational evaluation.

Activity Class demonstrations continue

Required Readings

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

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.

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

Week 15 (4/23/08)

Lecture Practice Skills: Termination with Clients. Discuss methods of terminating helping relationships with diverse clients/client systems in a variety of social work settings using culturally affirming termination skills.

Wrap-Up and Evaluations

Activity Class demonstrations continue

Required Readings

Hepworth et al., Chapter 19 – The final phase: Evaluation and termination

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

Roberts & Greene, Chapter 84, Terminating with clients (On library reserve)