

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

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

Spring Semester 2007-2008 Academic Years
Class time: 5:30-8:30 Mondays + 5 Online Lessons
Office: 711 Jefferson St. Room 605
Office Hours: 2:00-5:00 Mondays
Other times available by appointment

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

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

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

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).

Readings: The following books are **REQUIRED** of the course and may be purchased from the usual book sellers:

Hepworth, D.H., Rooney R.H., Rooney, G., Gottfried, K., & Larsen. J. A. (2006) *Direct social work practice: theory and skills*. (7th ed.). Belmont. CA.: Wadsworth Publishing Co.

Dolgoff, R. Loewenberg, F. & Harrington, D. (2005) *Ethical decisions for social work practice*. (7th ed.). Belmont. CA.: Wadsworth Publishing Co.

There are also other **REQUIRED** readings that are listed in the syllabus and made available at the UTK on-line Library Course Reserves site.

In addition to the required texts the following text books are **OPTIONAL**.

American Psychological Association. (2001). *Publication manual of the American Psychological Association (5th Ed.)*. Washington DC: Author.

Roberts, A.R. & Greene, G.J. (2001) *Social worker's desk reference*. New York: Oxford University Press

Thomlison, B. (2007). *Family assessment handbook: An introductory practice guide to family assessment (2nd ed.)*. Belmont. CA: Wadsworth Publishing Co.

Many other readings on social work practice are available in the library, in social work journals and on-line. Students are encouraged to read extensively from professional journals and texts. A bibliography is included at the end of this syllabus that includes some of these resources.

Attendance, participation and class rules

1. Students are expected to be on time, attend all class sessions, and stay until the completion of the class. Students will be only excused from class for documented emergencies. Please keep in mind that there will be no make-up available for graded assignments without documentation.
2. Students are to complete reading assignments and be prepared to participate in class discussions, exercises and small group activities.
3. All written assignments are due at the beginning of class period of the date specified on the course outline.
4. Assignments are to be completed correctly at the time of submission.
5. Any disruption of the classroom-learning environment (through actions in or out of class) will result in the identified student(s) being required to leave the class, without possibility of being readmitted.

Evaluation: The course grade is based on a combination of quizzes, papers and projects which will be computed according to the following distribution:

20%	(200 points)	Quizzes and/or Exercises
10%	(100 points)	Online Class Assignments
20%	(200 points)	Mid-Term Exam (Units 1 &2)
10%	(100 points)	Organizational Analysis Paper
20%	(200 points)	Direct Practice Assessment Assignment
20%	(200 points)	Final Exam (Units 3 & 4)

The grading scale is as follows:

A	940-1000 points	C	700-769 points
B+	880-939 points	D+	670-699 points
B	820-879 points	D	600-669 points
C+	770-819 points	F	<599 points

Course Requirements: Graduate level work includes an ability to synthesize one's experience and knowledge into an explication 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. 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.
- Accuracy and specificity of observations.

Quizzes and/or Exercises (20%) – Up to 6 quizzes and/or exercises will be given throughout the semester on dates and times determined by the professor. Although the syllabus includes a number of exercises, not all quizzes and excises will be announced prior to their administration. The format for quizzes will include objective and short answer questions covering content from the week's reading and lecture notes. The format for exercises will include activities performed related to the content of the lecture. The lowest quiz/exercise score will be deleted. The grade will be calculated averaging the remaining scores. Make up quizzes and exercises will not be given, unless due to **documented emergencies**.

Online Class Assignments (10%) – as stated in the “Course Description,” there will be five web-based classes (with assignments). Completion of each will require between 1½ and 2 hours. Completion of these classes can be done anytime prior to the date posted in 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.

Organizational Analysis Paper (10%) – A written analysis of aspects of a local organization based on the “Framework for Analyzing a Human Service Organization” discussed in unit 3 of this course. Students are expected pay particular attention to diversity, social and economic justice, and ethical issues and concerns. Further description is included on pages 14 and 15 of this syllabus.

Drawing on agency personnel and documents for material this assignment includes interviewing at least three individuals, one from each of the following organizational positions: (1) supervisor, (2) manager/administrator, (3) budget/accounting personnel and (4) a board/advisory committee member. In your analysis, distinguish between information (facts) and opinions provided by your informants and yourself. Please keep in mind that the information you gather is to be used for educational purposes in this class only. Therefore, the paper will be written in a manner that protects the confidentiality of individuals and your agency. Coordinate your work closely with your field instructor and contact cathysimmons@utk.edu if any questions or concerns arise.

Direct Practice Assessment Assignment (20%) – A three part assessment assignment that includes both a video and written summary of a client assessment using techniques discussed in class and in Hepworth, Rooney Rooney, Gottfried, & Larsen, (2006) chapters 8, 9 & 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. Further description is included on page 16 of this syllabus.

The first part of this assignment is a 10-15 minute video presentation interview. Please keep in mind that this is an individual presentation where you are the *clinician* and you identify someone to be the client..

The second part of this assignment is a reflective paper based on the interview experience and feedback from colleagues (e.g. classmates & instructor).

The third part of this assignment an in-class showing of the video followed by a professional discussion of the approach you took to the intervention.

Midterm (20%) and Final (20%) Exam – Two exams will be given on the dates outlined in the syllabus. The midterm will cover units 1 & 2 while the final exam will cover units 3 & 4. The format for exams will include objective and short answer questions covering content from the week’s reading and lecture notes.

COURSE OUTLINE

Unit I- History of the Social Work Profession, the Profession's Historical Commitment to Social and Economic Justice, Professional Values & Ethics (*Course Competencies 1 & 6*)

Week 1 **1/14/08**

Introduction to social work practice and overview of the course

Content: (a) review course content, assignment, grading, & library reserve information

The social work profession

Content: (a) historical development of social work practice, (b) the nature and purpose of social work practice, (c) unique contributions of the social work profession, (d) similarities and differences with other helping professions (e) professional roles and methods of social work practice

Required Reading:

Hepworth, Rooney Rooney, Gottfried, & Larsen (2006). Chapter 1 "*Introduction*"

Week 2 **1/21/08**

In observance of the Martin Luther King Jr. Holiday, Class will not be held

Week 3 **1/28/08**

Social Work Values and Ethical Foundation of Social Work Practice

Content: (a) Definitions, (b) NASW code of ethics (www.nasw.com), (c) decision making in conflicts and dilemmas, (d) the profession's historical focus on vulnerable, at-risk populations and commitment to social and economic justice, (e) culturally responsive social work practice, (f) ethics related to Social Work in a Global Context

Required Reading:

Dolgoff, Loewenberg, & Harrington (2005). Chapter 2 "*Values and Professional Ethics*"

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.

Optional Reading:

Roberts & Greene, (2001) Chapter 9 "*Pathways to Health and Mental Health Care: Guidelines for Culturally Competent Practice*"

Roberts & Greene, (2001) Chapter 115 "*Clinical Social Work Practice: Political and Social Realities*"

Video: Professional Choices: Ethics at Work

Exercise: Paper addressing the part of social work practice that you believe to be the most difficult for you to perform. Due at beginning of class **1/28/08**.

Week 4
2/4/08

Social Work Values and Ethics in Practice

Content: (a) ethical dilemmas in social work practice, (b) guidelines for ethical decision-making, (c) Personal beliefs - self-awareness; professional boundaries & dual relationships (d) confidentiality, (e) client rights, (f) social justice, (g) the appropriate use of self in social work practice with diverse populations in light of professional values and the social work Code of Ethics

Required Readings:

Dolgoff, Loewenberg & Harrington (2005). Chapter 3 “*Guidelines for Ethical Decision Making: Concepts, Approaches and Values*”

Dolgoff, Loewenberg & Harrington (2005). Chapter 4 “*Guidelines for Ethical Decision Making: The Decision Making Process*”

Hepworth, et al., (2006) 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.

Optional Readings:

Roberts & Greene, (2001) Part II “*Social Work Ethics and Values*”

Unit 2- Theoretical Underpinnings and Knowledge Base for Generalist Social Work Practice
(Course Competencies 4 &5)

Week 5
2/11/07

Critical Thinking and Social Work Practice

Content: Critical thinking and social work practice in relation to (a) the complexity of social work, (b) spectrum of practice modalities and practice roles, (c) theories, approaches, and models of social work practice with clients/client systems and their congruence with social work values, (d) attention to all forms of diversity, and evidence-based social work practice guidelines

Required Readings:

Gambrill, E. (2006). The need for critical thinking in clinical practice. In E. Gambrill *Critical Thinking in Clinical Practice: Improving the Quality of Judgments and Decisions*, (2nd Ed.), Indianapolis, IN: Wiley Publishing.

Gambrill, E. (2006). Sources of influence on decisions that clinicians make. In E. Gambrill *Critical Thinking in Clinical Practice: Improving the Quality of Judgments and Decisions*, (2nd Ed.), Indianapolis, IN: Wiley Publishing.

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

Optional Readings:

Roberts & Greene, (2001) Chapter 40 “*Assessing Client Strengths*”

Roberts & Greene, (2001) Chapter 72 “*Guidelines for Empowerment-Based Social Work Practice*”

Exercise: “The Logic of...” Following the elements of reason, complete the logic of a Social Work subspecialty of interest to you. Due at beginning of class **2/18/08**.

Week 6
2/18/08

The Therapeutic Relationship

Content: (a) 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 (b) motivational interviewing techniques (c) persuasion, maintaining autonomy, articulation of interests, affiliation, agenda-setting, assertiveness, negotiating, contracting, conflict management (d) power analyses (i.e., types, sources, and assessment tools) regarding power in professional relationships with clients, colleagues, and other decision-makers

Required Reading:

Hepworth et al., (2006) Chapter 3 “*Overview of the Helping Process*”

Hepworth et al., (2006) Chapter 5 “*Building Blocks of Communication: Communicating with Empathy and Authenticity*”

DiClemente, C.C., Bellino, L.E. & Neavins, T.M. (1999). Motivation for change and alcoholism treatment. *Alcohol Research & Health*, 23, 86-92.

Optional Reading:

Roberts & Greene, (2001) Chapters 5 “*Record Keeping*”

Roberts & Greene, (2001) Chapter 52 “*Mediation and Conflict Resolution*”

Video: Interviewing in action.

Activity: Role play use of skills; case example #1 (Available on Blackboard)

Week 7
2/25/08

Exploration and Engagement: The Social Work Relationship

Content: (a) Overview of the helping process and the generalist practice skills of engagement, establishing rapport, active listening, interviewing & exploring (b) evidenced-based interviewing and relationship building techniques (c) negotiating and conflict management skills with diverse client systems (d) confrontation & assertiveness skills and (e) discussion of transference and counter-transference.

Required Reading:

Hepworth et al., (2006) Chapter 6 “*Verbal Following, Exploring and Focusing Skills*”

Hepworth et al., (2006) Chapter 7 “*Eliminating Counterproductive Communication Patterns*”

Hepworth et al., (2006) Chapter 18 “*Managing Barriers to Change*”

Optional Reading:

Roberts & Greene, (2001) Chapter 1 “*Developing Effective Practice Competencies in Managed Behavioral Health Care*”

Activity: Role play use of skills; case example #2 (Available on Blackboard)

Unit 3- Indirect/Macro Social Work Practice (Course Competencies 2, 3 and 4)
***Includes 1 web based session)**

Week 8
3/3/08

Midterm Exam - Covering Units 1 & 2 (first hour of class)
Meso and Macro Approaches:

Content: (a) macro practice roles, (b) issues of power & control, (c) strengths perspective in macro practice, (d) client advocacy (e) social supports, and (e) selection and critical evaluation of effective change-oriented interventions with systems of all sizes utilizing culturally acceptable resources for help/help seeking processes

Required Reading:

Hepworth et al., (2006) Chapter 14 “*Developing Resources, Planning, and Advocacy as Intervention Strategies*”

Optional Reading:

Roberts & Greene, (2001) Chapter 97 “*Principles and Practice Guidelines for Social Action*”

Week 9
3/10/08

Social Work in Organizations

Content: (a) key components of organizations (b) organizational practice, (c) contemporary perspectives of organizations (e.g., power and politics, organizational culture, contemporary organizational theories) (d) relations with professional colleagues, (e) ethical dilemmas within bureaucratic organizations (f) workplace discrimination, bullying and harassment and (g) organizational assessment and analysis

Required Readings:

Dolgoff, Loewenberg & Harrington (2005) Chapter 10 “*Bureaucratic and Work Relationships*”

Mattaini, M.A. & Lowery, C.T. (2007). Social work with and in organizations. In M.A. Mattaini & C.T. Lowery *Foundations of social work practice* (4th ed.) Washington DC: NASW Press.

Web
Class #1:

Social Work in Communities (to be completed no later than 3/31/08)

Content: (a) definition of communities, (b) Social work in communities, (c) models of community practice, (d) community assessment and mapping, (d) strategies for community empowerment and (e) challenging social systems

Required Reading:

Mattaini, M.A. & Lowery, C.T. (2007). Social work in communities. In M.A. Mattaini & C.T. Lowery *Foundations of social work practice* (4th ed.) Washington DC: NASW Press.

Optional Reading

Roberts & Greene, (2001) Part IX “*Community Practices*”

Week 10
3/17/08

Spring Break

Organizational Analysis Paper is due 3/31/08

Unit 4- Direct Social Work Practice (Course Competencies 2, 3, 4 & 5)

***Includes 3 web based sessions**

Week 11 Social Work Practice Theory with Individuals, a Very Brief Summary

3/24/08

Content: (a) individual therapies/approaches, (b) strengths and empowerment perspective (c) generalist models/approaches include: gender-sensitive/feminist models, task centered, crisis intervention, solution focused, cognitive-behavioral, (d) selection and critical evaluation of effective change-oriented interventions with systems of all sizes utilizing culturally acceptable resources for help/help seeking processes and evidenced-based interviewing and relationship building techniques and (f) prevention approaches

Required Reading:

Hepworth et al., (2006) Chapter 8 “*Assessment: Exploring and Understanding Problems and Strengths*”

Hepworth et al., (2006) Chapter 9 “*Assessment: Intrapersonal and Environmental Factors*”

Optional Reading:

Roberts & Greene, (2001) Part III “*Applications of Treatment Approaches in Clinical Social Work*”

Web

Group Types (To be completed No later than 3/31/08)

Class #2:

Content: (a) Perspectives and definition of groups, (b) assuming appropriate practice roles with diverse small groups, (c) planning and planning strategies for small group work (i.e., client screening, sponsorship, agency influences, resources, recruitment, consents, confidentiality, (d) types of small groups (i.e., support, psycho-educational, task groups and (e) similarities, differences, and core elements of client/client systems in relation to groups

Required Reading:

Hepworth et al., (2006) Chapter 16 “*Intervention in Social Work Groups*”

Web

Social Work with Families (To be completed No later than Week 4/7/08)

Class #3:

Content: (a) Definition of family, (b) assessment and intervention with families, (c) genograms and intergenerational patterns, (d) assuming appropriate practice roles with diverse families, (e) strategies for empowerment and (f) evidenced-based family interventions and (g) ecomaps

Required Reading:

Hepworth et al., (2006) Chapter 15 “*Enhancing Family Relationships*”

Optional Reading

Roberts & Greene, (2001) Part V “*Working with Families*”

Thomlison, B. (2007). *Family assessment handbook: An introductory practice guide to family assessment* (2nd ed.). Belmont, CA: Wadsworth Publishing Co.

Week 12
3/31/08

Client Assessment, Goal Setting and Contracting

Content: (a) Comprehensive ecological assessments of individual clients (i.e., culture, race, socioeconomic class, gender, sexual orientation, stage of development, spiritual needs and perspectives, physical and mental functioning, social supports), (b) culturally affirming, evidenced-based assessment (i.e., identification of issues, problems, needs, resources, & strengths/assets), (c) 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 (d) defining assessment versus diagnosis, (e) use and misuse of DSM IV and (f) interviewing for solutions

Required Reading:

Hepworth et al. (2006) Chapter 12 “*Negotiating Goals and Formulating a Contract*”

Optional Reading

Roberts & Greene, (2001) Part IV “*Assessment in Social Work Practice: Knowledge and Skills*”

Activity: Role-play examples. Complete the exercise on marital goal setting

Week 13
4/7/08

Interventions in Social Work Practice

Content: (a) Individual therapy approaches, Solution Focused Brief Therapy and Crisis Intervention Models (a) theory (b) application examples, (c) evidence supporting approach and (d) interviewing and relationship building, and working with mandated/involuntary clients

Direct Practice Presentations

Required Reading:

Hepworth et al., (2006) Chapter 13 “*Planning and Implementing Change-Oriented Strategies*”

Hepworth et al., (2006) Chapter 14 “*Developing Resources, Planning and Advocacy as Intervention Strategies*”

Optional Reading:

Roberts & Greene, (2001) Chapter 15 “*Frontline Crisis Intervention: Step-by-step Practice Guidelines with Case Applications*”

Roberts & Greene, (2001) Chapter 20 “*Solution-Focused Therapy*”

Roberts & Greene, (2001) Chapter 26 “*Using Social Constructivism in Social Work Practice*”

Web
Class #4:

Cognitive Behavioral Therapy (CBT) (To be completed no later than 4/14/08)

Content: Individual therapy approach, cognitive-behavioral including (a) theory (b) application examples, (c) evidence supporting approach (d) interviewing and relationship building, and working with mandated/involuntary clients

Web
Class #5:

Motivational Interviewing (To be completed no later than 4/21/08)

Content: Individual therapy approach, Motivational Interviewing including (a) theory (b) application examples, (c) evidence supporting approach (d) interviewing and relationship building, and working with mandated/involuntary clients

Week 14
4/14/08

Termination and Evaluation in social work practice

Content: (a) ending the therapeutic relationship, (b) follow-up sessions, referrals and other activities, (c) evaluating effectiveness of intervention

Direct Practice Presentations

Required Reading:

Hepworth et al., (2006) 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

Optional Reading:

Roberts & Greene, (2001) Chapter 84 "*Terminating with Clients*"

Roberts & Greene, (2001) Part XII "*Practice Evaluation, Outcome Measures and Research*"

Week 15
4/21/08

Direct Practice Presentations

Course review

FINAL EXAM

Covering all Material in Units 3 & 4

Final Exam will be administered during Finals Week

Date will be determined by the final exam schedule

**Organizational Analysis Paper
Framework for Analyzing a Human Service Organization**

Directions: Write analysis of aspects of a local organization based on the “Framework for Analyzing a Human Service Organization” discussed in unit 3 of this course. Draw on agency personnel and documents for material this assignment includes interviewing at least three individuals, one from each of the following organizational positions: 1) supervisor, 2) manager/administrator, 3) budget/accounting personnel 4) a board/advisory committee member. In your analysis, distinguish between information (facts) and opinions provided by your informants and yourself. The paper should be between 13 and 15 pages, double spaced, Times New Roman font, 1 inch margins, APA format.

Please keep in mind that the information you gather is to be used for educational purposes in this class only. Therefore, the paper will be written in a manner that protects the confidentiality of individuals and your agency. Coordinate your work closely with your field instructor and contact cathysimmons@utk.edu if any questions or concerns arise.

Task 1: Analyze the Task Environment

A. Identify the Assess Relationships with Revenue Sources

1. **Cash Revenues** (Questions to address: What are the agency’s funding sources? How much and what percentage of the agency’s total funds are received from each source?)
2. **Non-Cash Revenues** (Questions to address: Does the organization use volunteers? If yes, how many and for what purposes? Are appropriate efforts made to match volunteers’ skills and abilities to the task assigned? What materials and in-kind resources such as food, clothing, physical facilities, etc? Does the organization receive? What tax benefits does the organization receive?)
3. **Relationships with Revenue Sources** (Questions to address: What is the quality of the relationship between funding sources and the agency?)

B. Identify and Assess Relationships with Clients and Referral Sources

1. **Relationships with Clients** (Questions to address: What client groups does this organization serve? What are the demographic characteristics of clients? What percentage of clients pay full fees, partial fees, no fees, or are covered by contract revenues? What are the major sources of client referrals?)
2. **Relationships with Referral Sources** (Questions to address: What is the organization’s domain? Specifically, for what types of expertise is the agency recognized? Does the agency claim a larger domain than it serves? Does demand for services outstrip supply or is there unused capacity? What types of clients does the organization refuse? Are there disproportionate numbers of poor, elderly, persons of color, women, persons with disabilities, gays/lesbians, or other groups that are typically underserved?)

C. Identify and Assess Relationships with Other Elements in the Task Environment

1. **Other Elements** (Questions to address: What state and federal regulatory bodies oversee programs provided by this organization? With what government agencies does this organization contract for service provision? What professional associations, labor unions, or accrediting bodies influence agency operations? What are the perceptions of the “general public” in term of the relevance, value, and quality of agency services?)

**Organizational Analysis Paper
Continued from Previous Page**

Task 2: Analyze the Organization Internally

A. Identify Corporate Authority and Mission

1. Mission (Questions to address: What is its mission? Is the organization operating in a manner that is consistent with its authority and mission? To what extent is the mission supported by staff who perform different roles within the organization? Are policies and procedures consistent with mission and authority?)

B. Understand Program Structure and Management Style

1. Program Structure (Questions to address: What are the major departmental or program units on the organizational chart? What is the rationale for the existing organizational structure? Is this the most logical structure? Is it consistent with and supportive of the mission? Is supervision logical and capable of performing expected functions? Are staff capable of performing expected functions? Is there an informal structure that is different from those in formally designated positions of authority?)

2. Management Style (Questions to address: How is the workplace organized and work allocated? Is appropriate authority and information passed on along with responsibility? How close is the supervision, and what, exactly, is supervised? Is it tasks, is it functions, or is it the employee? How are decisions made? Is information solicited from those affected? Do employees feel valued at every level? Do they believe they are making a contribution to the success of the organization? How is conflict handled?)

C. Assess the Organization's Programs and Services

1. Programs (questions to address: What programs and services are offered? Are the services consistent with the goals and objectives of the program? Are staffing patterns appropriate to the services to be provided? Are work load expectations reasonable given expectations for achievement with each client within each service and program? Is there a common understanding among management and line staff within each program about problems to be addressed, populations to be served, services to be provided, and client outcomes to be achieved? Are there established standards for quality of services?)

D. Assess Personnel Policies, Procedures, and Practices

1. Personnel (Questions to address: Is there a written human resources plan? Is there a job analysis for each position? Is there a plan for recruitment and selection? Is there a plan for enhancing agency diversity? Is there a plan for staff development and training? Is there a performance evaluation system in place? Are there written procedures for employee termination?)

E. Assess Adequacy of Technical Resources and Systems

1. Resources (Questions to address: Are program staff involved in a meaningful way in providing budgetary input? Do they get useful feedback about expenditures and unit cost during the year? Do program staff use budget data as a measure by which they attempt to improve efficiency? Do resources appear to be adequate to achieve goals and objectives?)

2. Budget Management (Questions to address: What type of budgeting system is used by the agency? How are unit costs calculated? Do staff members understand the meaning of unit costs? How are they used?)

Direct Practice Assessment Assignment

Directions: Students will complete a three part assessment assignment that includes video, written summary class presentation of a client assessment using techniques discussed in the course (both in classroom and on-line) and in Hepworth et al., (2006) chapters 8, 9 & 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.

The first part of this assignment is a 10-15 minute video presentation interview. Please keep in mind that this is an individual presentation where **you are the clinician** and you identify someone to be the client. Competencies of this assignment will include demonstrating the skills of conveying empathy, through paraphrasing and reflections; interpretation, confrontation, and identification of client target behaviors for change. It is important that the content be representative of that addressed in second to fourth session not an initial session, so that the confrontation & interpretation skills are demonstrated.

* Groups are strongly encouraged to work together to assist each other with client roles, camera needs, and support. Digital Camera equipment and software is available.

The second part of this assignment is a reflective paper based on the interview experience. The body of the paper (e.g. not including the reference page) should be between 5 and 6 pages in length, typewritten, double-spaced, 12 point font, 1 inch margins, APA format with at a **minimum of 5 citations**.

The content of the manuscript should include the following:

1. A brief summary of the client's presenting problem
 - This section should be 1 -1½ pages
 - Include relevant psycho-social information including environment, systems information, cultural contexts, strengths, psychosocial deficits, mental status information, previous mental health history if known
2. The theoretical approach you used
 - This section should be between 1 and 2 pages
 - Reasons for selecting this approach
 - Relevant techniques used highlighting and citing supporting evidence
3. A critical assessment of your intervention
 - This section should be between 1 and 2 pages
 - Critically analyze your technique answering the questions: What did you do that was good? What did you do that was awkward? What would you do differently if in a similar situation again?

The third part of this assignment is a class presentation of the video with a 10-15 minute Case Staffing discussion related to the client situation and the methods used in the interview.

All materials due are the week the student selects for their presentation (wk 13, 14 or 15)

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As professional social workers it is our responsibility to continually grow and develop through professional study. The following represents **SOME** of the many additional reading material you can use in this valuable pursuit.

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