

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

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

Spring 2009 Academic Year

Instructor: Susan Elswick MSSW, LSSW

Class time: Monday (5:30pm-9:30pm) (in class and on-line participation mandatory)

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Office Hours: Times available by appointment

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*, 2008).

Disability: If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 2227 Dunford Hall (865-974-6087). This will ensure that you are properly registered for services.

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

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

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

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

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

1. Articulate social work history, mission, and its unique contributions as a profession including its focus on vulnerable, at-risk populations and its commitment to social and economic justice.

***Content:** definition and historical development of social work practice; similarities and differences with other helping professions; knowledge base (e.g., person-in-environment perspective, focus on strengths, capacities, & resources, methods & techniques with clients); spectrum of practice modalities and practice roles (e.g., direct service provider, broker, coordinator, mediator, negotiator, facilitator, case advocate, and change agent); practice in local to global contexts); value and ethical foundation of social work practice.*

2. Articulate methods of engaging, maintaining, and appropriately terminating helping relationships with diverse clients/client systems in a variety of social work settings using a culturally affirming, generalist, ecological perspective.

***Content:** definitions of clients and client systems (i.e., individuals, families, small groups, organizations, communities); similarities and differences in direct and indirect problem solving models and processes (e.g., problem identification, assessment, intervention, evaluation, and termination); assuming appropriate practice roles with diverse individuals, families and small groups; influence of cultural, social, economic similarities, differences, and disparities on problem solving processes; pre-planning and planning strategies for small group work (i.e., client screening, sponsorship, agency influences, resources, recruitment, consents, confidentiality); types of small groups (i.e., support, psycho-educational, task groups).*

3. Conduct comprehensive state-of-the-art assessments using a cultural, ecological, transactional, and developmental framework and current technologies that focus on the needs, strengths, capacities, assets and resources of client systems in relation to their broader environments.

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

4. Describe generalist practice skills including relationship building, communication and interviewing, negotiating and conflict management skills to enter and maintain relationships with diverse client systems.

Content: similarities and differences in interpersonal communication and relationship building skills in direct and indirect practice (i.e., case management, counseling, advocacy), including active listening, additive empathy, clinical confrontation, mutuality; motivational interviewing techniques; persuasion, maintaining autonomy, articulation of interests, affiliation, agenda-setting, assertiveness, negotiating, contracting, conflict management, power analyses (i.e., types, sources, and assessment tools) regarding power in professional relationships with clients, colleagues, and other decision-makers

5. Compare & contrast evidence-based theories/approaches/interventions and models of social work practice with clients/client systems in relation to their congruence with social work values, attention to all forms of diversity, and evidence-bases.

Content: strengths and empowerment perspective; generalist models/approaches include: gender-sensitive/feminist models, task centered, crisis intervention, solution focused, cognitive-behavioral, small group work in the context of agencies, communities and organizations; selection and critical evaluation of effective change-oriented interventions with systems of all sizes utilizing culturally acceptable resources for help/help seeking processes

6. Identify personal biases and demonstrate the appropriate use of self in social work practice with diverse populations in light of professional values and the social work Code of Ethics.

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).

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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 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. This is a combination course with both in classroom and on-line course work. Students are expected to understand and utilize computer based equipment as well as understand the Blackboard program that University of Tennessee uses. It is the student's responsibility to learn to utilize the Blackboard system in order to complete this course.
2. Students are to complete reading assignments and be prepared to participate in on-line discussions, exercises, and complete activities.
3. All written assignments are due by the dates indicated in the syllabus. If your work is not completed prior to the date indicated in the syllabus you will receive a zero for that activity/ project.
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.

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

(50 points)	Quizzes (5 quizzes x 10pts)
(100 points)	Discussion Board (5)/ Small writing assignments (5) (10pts a piece)
(150 points)	Face-to-Face Role Play hours (2x 75pts)
(200 points)	Mid-Term Exam (20 questions x 10pts)
(100 points)	Organizational Analysis Paper
(200 points)	Direct Practice Assessment Assignment
(200 points)	Final Exam (20 questions x 10pts)

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 – Five quizzes will be given throughout the semester the dates and times are noted in the syllabus. The quizzes will be time sensitive. It is recommended that you attempt to do your quizzes before the quiz deadlines in order to avoid technological problems. Completion of these quizzes can be done anytime prior to the date posted in the syllabus; however, once the date has passed the material will no longer be available. The format for quizzes will be multiple choice. The grade will be calculated by simply adding the scores. Make up quizzes and exercises will not be given, unless due to **documented emergencies**.

Online Discussion Board and writing exercises – The “Discussion Board” is located on University of Tennessee Blackboard. There will be weekly discussion topics about ethical dilemmas and topics related to class material. 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. There will also be short writing assignments on the Discussion Board noted in syllabus. These short subjective assignments that do not require any research...just your opinion.

Role Play (face-to-face contact in classroom)- The role play times are noted in the syllabus. Role play activities will be conducted two times during the semester, and students are required to attend class on campus. The role play activities are a vital portion of your learning experience for Intro to Social Work Practice course. The role play activities are mandatory, and every student should attend.

Organizational Analysis Paper – 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 to pay particular attention to diversity, social and economic justice, and ethical issues and concerns. Further description is included in the last portion of this syllabus. Once your paper is complete, attach it to Digital Drop Box (located in Blackboard) or e-mail it to me (selswick@utk.edu). We will attempt to make our course a paperless course where all papers and activities (aside from role plays) will be delivered by use of computer systems (e-mail or Digital Drop Box). If you are having difficulty navigating these systems contact the OIT Help Desk at the University of Tennessee for further assistance.

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 selswick@utk.edu if any questions or concerns arise.

Direct Practice Assessment Assignment – 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 or in class role play. 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 material from the course.

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 Exam and Final 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 multiple choice questions covering content from power point tutorials and required text readings.

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

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, (d) the profession's historical focus on vulnerable, at-risk populations and commitment to social and economic justice

Required Reading:

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

On-Line Ethical Dilemma: Ethical Dilemma on discussion board (#1) (10 pts)

Quiz: On-line quiz (#1) Chapter 1 (Course Competencies #1) (10pts)

Week 2

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

Week 3

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) culturally responsive social work practice, (e) ethics related to Social Work in a Global Context

Required Reading:

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

Optional Reading:

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.

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*"

On-Line Writing Assignment: On-line writing assignment addressing the part of social work practice that you believe to be the most difficult for you to perform. Due prior to next class (10pts)

Week 4

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:

Hepworth, et al. (2006) Chapter 4 “*Operationalizing the Cardinal Social Work Values*”

Optional 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*”

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

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

On-Line Ethical Dilemma: Check On-Line discussion board for ethical dilemma and respond to postings.(#2) (10 pts)

Quiz: On-Line Quiz #2 on Chapter 2 and 4 (Course Competencies #1 and #6) (10 pts)

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

Week 5

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:

. Hepworth, et al. (2006) Chapter 5 “*Relationship-Building Skills: Communicating with Empathy and Authenticity*”

Optional 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. (pp. 3 – 29) 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. (pp. 30-57), 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

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

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

On-Line Writing Assignment: Watch a movie that has a “therapist” in it (good or bad) Describe the problems or benefits of their direct clinical practice. (Examples include: Good Will Hunting, Silence of the Lambs, or any movie the student feels is related to the writing topic). (10pts).

Week 6

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*”

Optional Reading:

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

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

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

Activity: Role play use of skills; case example #1 (Case example available on Blackboard) (75pts)

On-Line Ethical Dilemma: Check On-line discussion board and post comments (#3) (10pts)

Quiz: Quiz #3 Chapter 3 and 5 (Course Competencies #2, #4, and #6)(10 pts)

Week 7

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*”

Direct Practice Assignment: Every student will either role play or show video of direct practice sample, and turn in paper –see syllabus for further detail (200pts)

On-Line Ethical Dilemma: Check on-line discussion board. Respond to topic and peers (#4) (10pts)

Unit 3- Indirect/Macro Social Work Practice (Course Competencies 2, 3 and 4)

Week 8 **Midterm Exam - Covering Units 1 & 2 (to be taken on Blackboard) (200pts)**

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*”

On-Line Ethical Dilemma: Check discussion board for ethical dilemmas topic (#5) (10pts)

Quiz: Quiz #4 Chapter 6 and 7 (Course Competencies #2, #3, and #4) (10pts)

Week 9

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

Social Work in Communities

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

Optional 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.

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

Writing Assignment: Organizational Analysis Paper (100pts)

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

Week 10 Spring Break, No Classes

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

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

Group Types

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 grow.

Social Work with Families

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 8 “*Assessment: Exploring and Understanding Problems and Strengths*”

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

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

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

Optional Reading:

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

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.

On-line Ethical Dilemma: Check Discussion Board for ethical dilemma topic. Discuss topic and respond to each other (#6)

Quiz: Quiz #5 Chapter 8 and 9 (Course Competencies #2, #3, and #4) (10 pts)

Week 12

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*

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Optional Reading

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

Excercise: Role-play examples, Case example #2 (Case example available on Blackboard) (75pts)

On-Line Writing Assignment: On-line writing assignment. Complete a writing assignment that describes how you would formulate therapy goals with a client. Drop in Digital Drop Box (10pts)

Week 13

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.

Cognitive Behavioral Therapy (CBT) (To be completed no later than 10/21-08)

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

Motivational Interviewing (To be completed no later than 11-11-08)

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

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*”

On-line Writing Assignment: Brief on-line writing assignment. Review and decide on a type of therapy that you feel comfortable using or a therapy technique you would like to know more about. Write a brief synopsis of the form of therapy, describe it briefly, give examples of ways to use that therapy modality with a client, and explain why you chose this therapeutic intervention. Drop in Digital Drop Box (10pts)

Week 14

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

Required Reading

Hepworth et al., (2006) Chapter 19 “*The Final Phase: Evaluation and Termination*”

Optional Reading:

Proctor, E. K. (1990) Evaluating Clinical Practice: Issues of Purpose and Design.
Social Work Research and Abstracts. 26, 32-40.

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

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

On-line Writing Assignment: Briefly describe appropriate ways to terminate therapy with a client, and briefly discuss how you would determine/ evaluate your interventions. You can use an actual case or create a fictional case sample (please make sure you do not disclose personal and/ or confidential information in the case conceptualizations). Drop in Digital Drop Box (10pts)

Week 15

Course review

FINAL EXAM

Covering all Material in Units 3 & 4 (200pts)

Final Exam will be administered in an on-line format similar to the Midterm
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 selswick@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?)

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.

Discussion Board Assignments

All discussion board assignments involve discussing possible ethical dilemmas that may impact social work practice. This is an example of a discussion board assignment:

Discussion Board#1: Discuss what you would do if asked to work with a group or client that you feel you may have some biases towards or that you feel may require more expertise in an area you are not trained. Please review the Social Work NASW Code of Ethics for assistance.

Weekly Quizzes

There will be 5 quizzes that will be multiple choice and true and false. The quizzes will be worth 10 points a piece (5 questions per quiz at 2 points a piece). See syllabus above for Chapters covered for each quiz.

On-Line Writing Assignments

There will be 5 mini- opinion based on-line writing assignments (10 point per writing assignment). These assignments are intended to encourage the student to observe, study, and interpret different styles and types of social work practice. These assignments should be placed in the Digital Dropbox on Blackboard. This is an example of an on-line writing assignment:

Briefly describe appropriate ways to terminate therapy with a client, and briefly discuss how you would determine/ evaluate your interventions.

You can use an actual case or create a fictional case sample (please make sure you do not disclose personal and/ or confidential information in the case conceptualizations). Drop in Digital Drop Box (10pts)

Midterm Exam - Covering Units 1 & 2 (to be taken on Blackboard) (200pts)

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

Multiple Choice and/ or True and False

FINAL EXAM

Covering all Material in Units 3 & 4 (200pts)

Final Exam will be administered in an on-line format similar to the Midterm

Date will be determined by the final exam schedule. Multiple Choice and/ or True and False.

Unit 3- Indirect/Macro Social Work Practice (Course Competencies 2, 3 and 4)

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

Bibliography

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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