

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

**SW 522 – Introduction to Social Work Practice  
(4 Credit Hours)  
Spring 2009**

**Instructor:** Leonora E. Foels, Ph.D., LCSW, LICSW      **Phone:** 256-1885 ext. 136  
**Class Time:** Wednesday, 5:30 pm to 9:20 pm      **Email:** [lfoels@utk.edu](mailto:lfoels@utk.edu)  
**Office Hours:** Wednesday 4:00 pm to 5:00 pm & 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](http://www.utk.csw.edu)).

**The Honor Statement**

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*, 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. (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., Strom-Gottfried, K., & Larsen, J. A. (2006). *Direct social work practice: Theory and skills* (7<sup>th</sup> ed.). Belmont, CA: Thomsom Brooks/Cole

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

## **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 (5<sup>th</sup> 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 small group exercises related to the course readings and lectures, and demonstrate respect for all beliefs and experiences of others in all course activities and interactions with fellow classmates. Additionally, students are encouraged as they read and as they work in the field to bring their reactions and questions to class for discussion.

Regular attendance is essential given the purpose and design of this course. Students are expected to be on time, attend all class sessions, and stay until the end of the class. 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.

### **2. Assignments**

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.**

### **Reflective Self-Assessment (10 points)**

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 format, proof read, and edit your writing.

### **Quizzes (20 points) and Mid-Term Examination (20 points)**

Quizzes and a mid-term examination will be given on Blackboard throughout the semester. These examinations will require students to demonstrate knowledge of direct social work practice skills based on all required readings. Every student is expected to complete ALL quizzes and the mid-term exam prior to the specific due date. Once the date has past, the blackboard will be locked and you will receive a ZERO for any quiz and mid-term exam not completed. The format for quizzes and the mid-term exam will include objective and short answer questions covering the following content:

- Quiz 1 - History of the social work profession and Social Work Values and Ethics

- Quiz 2 - Generalist practice skills (i.e. engagement, establishing rapport, interviewing etc.)
- and communicating with empathy and authenticity
- Quiz 3 - Generalist practice skills (i.e. listening, exploring using verbal following skills, verbal and non-verbal communication skills etc.).
- Quiz 4 - Generalist practice skills (i.e. interpretation, confrontation, barriers to change, etc.).
- Mid-term Examination - Cumulative examination covering the history of the social work profession relationship, professional values and ethics, the professions commitment to social and economic justice and focus on vulnerable populations, theoretical underpinnings for social work practice, knowledge base for generalist practice skills (i.e. relationship building, communicating, interviewing etc.) and practice roles (i.e. mediator, facilitator etc.).

Make up for quizzes will not be given, unless due to a **documented emergency**.

### **On-Line Class Assignments (10 points)**

There will be three hour classes weekly and four on-line classes with assignments. Completion of each assignment will require between 1 ½ to 2 hours each. Every student is expected to complete each on-line class assignment. Completion of these on-line classes may be done at anytime prior to the date posted on the course outline and course website. However, once the date is past, the material will no longer be available and you will receive a ZERO for any assignments not completed.

These on-line classes will consist of completing required readings, reviewing lecture slides, viewing a video, and completing an assignment (quiz, short paper, discussion board etc.). The content of these on-line class assignment consist of the following:

- On-Line Class 1 – Social Work with Communities
- On-Line Class 2 – Social Work with Groups (Group Types and Process)
- On-Line Class 3 – Social Work with Families (Family Techniques)
- On-Line Class 4 – CBT and application of technique

### **In-Class Exercises (10 points)**

There will be a number of activities conducted throughout the semester. The format for activities will include in class exercises related to the content from the week's readings. Although the syllabus includes a number of activities, not all activities will be announced prior to their administration. Details of each graded activity will be discussed in class and available on the course website. NO make up is available for missed in-class exercises.

### **Direct Practice Assessment**

This assignment will give students an opportunity to integrate their learning from the class and develop social work practice skills. Students will complete a 3 part assessment

assignment that includes a video, written assessment of a client and presentation of role play video demonstration with a reflection paper.

- **Part I - Client Assessment (05 points)**

Complete an assessment on a client using techniques discussed in class and in Hepworth, Rooney, Rooney, Strom-Gottfried, and Larsen, (2006) chapters, 8, 9, and 10. The assessment should include identifying data, sources of information, presenting problems, environmental systems information, cultural contexts, interpersonal functioning, 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 demonstration.

- **Part II - Video**

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 or second 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.

- 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.

*Please note:* Students are strongly encouraged to work together to assist each other with client roles, camera needs and support.

- **Part III - Role Play Video Demonstration with Reflection Paper (10 points)**

This part of the assignment includes a written self-critique of your performance and an in class video demonstration of your role play.

1. This critical assessment should be no more than 1 to 2 pages in length responding to the following questions:
  - What did you that was good?
  - What did you do that was awkward?
  - What would you do differently if in a similar situation?
2. In class demonstrations of your role play with a 10-15 minute discussion of the case situation. 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.

*Please note:* All materials will be DUE on the week the student selects for their video role play demonstrations (Weeks 11, 12, 13, 14, & 15)

### **Organizational Assessment (15 points)**

This assignment involves conducting a written analysis of aspects of a local organization based on the “Framework for Analyzing a Human Service Organization” in unit 3 of this course. Students are expected to pay particular attention to diversity, social and economic justice and ethical issues and concerns. Based on the information obtained from agency personnel and documents from interviews with at least 2 individuals in organizational positions, students will write an organizational assessment. Guidelines for completing this assignment are will be discussed in class and available on the course website. **Each paper MUST follow the format listed below with the following subheading clearly labeled.**

#### I. Analyze the Task Environment

1. Identify and Assess Relationships with Revenue Sources
2. Identify and Assess Relationships with Clients and Referral Sources
3. Identify and Assess Relationships with Other Elements in the Task Environment

#### II. Analyze the Organization Internally

1. Identify Corporate Authority and Mission
2. Understand Program Structure and Management Style
3. Assess the Organization’s Programs and Services
4. Assess Personnel Policies, Procedures and Practices
5. Assess Adequacy of Technical Resources and Systems

**Limit** the body of your paper to no more than 10 to 12 double-spaced pages, using a 12-point font. Be sure to proof read and edit your writing.

### **Grade Distribution**

In-Class Exercises	10 points
On-line Assignments	10 points
Reflective Self-Assessment	10 points

Quizzes (4 at 5 pts each)	20 points
Mid-term Assignment	20 points
Organizational Assessment	15 points
Direct Practice Assignments	<u>15 points</u>
<b>Total</b>	<b>100 points</b>

\*\*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**

#### **Unit I – History of the Social Work Profession, the Profession’s Historical Commitment to Social and Economic Justice, Professional Values & Ethics**

##### **Week 1 Overview of the course**

Jan. 7 Introduction to course, review syllabus, course outline, assignments, Blackboard (course website), and library reserve information.

**Video Hull House.** This video is a documentary on the early social work movement in Chicago with impoverished immigrants, and its pioneer social worker Jane Adams.

##### **Week 2 Introduction to Social Work Practice**

Jan. 14 Lecture: Introduction to social work practice and overview of course. 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; spectrum of practice modalities and practice roles.

##### **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 3 Social Work Values and Ethical Foundation in Social Work Practice**

Jan. 21 **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, culturally responsive social work practice, ethics related to social work in a global context.

**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**

Dolgoft, Chapter 2, Values and professional ethics

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.

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.

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.

\*\*\*Reflective Self-Assessment DUE today\*\*\*

**Week 4 Social Work Values and Ethics in Social Work Practice**

Jan. 28 **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, identification and maintenance of appropriate personal conduct and professional boundaries in keeping with applicable laws and professional standards and ethics.

**Required Readings**

Dolgoff, Chapter 3, Guidelines for ethical making  
Chapter 4, Confidentiality and informed consent

Hepworth et al., Chapter 4, Operationalizing the cardinal social work values

**Supplemental Readings**

Dolgoff, Chapter 6, Value neutrality and professional expertise

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.

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

\*\*\* Quiz 1: Covers readings and class discussion related to 1) the history of the social work profession 2) social work values and ethics; and is posted on-line (*Note: Take the quiz before next class*). \*\*\*

**Unit 2 – Theoretical Underpinnings and Knowledge Base for Generalist Social Work Practice**

**Week 5 The Therapeutic Relationship**

Feb. 4 **Lecture:** Practice Skills: Relationship Building and Communication. Overview of the helping process and the generalist practice skills of engagement, establishing rapport, active listening, interviewing and exploring, evidenced-based interviewing and relationship building techniques, negotiating and conflict management skills with diverse clients/client systems.

**Activity** Role play use of skills

**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*, (5<sup>th</sup> ed.) (pp. 27-53). Boston: Allyn & Bacon.

\*\*\* Quiz 2: Covers readings and class discussion related to 1) knowledge base for generalist practice skills (i.e. engagement, establishing rapport, interviewing etc.) 2) communicating with empathy and authenticity and is posted on-line (*Note: Take the quiz before next class*). \*\*\*

**Week 6 The Therapeutic Relationship**

Feb.11 **Lecture:** Practice Skills: Relationship Building, Communication and Interviewing. Generalist practice skills of engagement, establishing rapport, active listening, interviewing and exploring, negotiating and conflict management skills with diverse clients/client systems and evidenced-based interviewing and relationship building techniques.

**Activity:** Role play use of skills

**Required Readings**

Hepworth et al., Chapter 6, Verbal following, exploring, and focusing skills  
Chapter 7, Eliminating counterproductive communication patterns

**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.

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.

\*\*\* Quiz 3: Covers readings and class discussion related to 1) knowledge base for generalist practice skills (i.e. listening, exploring using verbal following skills,

overcoming barriers in on-verbal and verbal communication, etc.) and is posted on-line (Note: Take the quiz before next class). \*\*\*

### **Week 7 The Therapeutic Relationship**

Feb.18 **Lecture:** Practice Skills: Relationship Building, Communication & Interviewing. Generalists practice skills including confrontation and assertiveness skills, transference, countertransference, and negotiating & conflict management skills to foster rapport, healthy boundaries and trust with diverse clients/client systems.

**Activity:** Role play use of skills

#### **Required Readings**

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

\*\*\* Quiz 4: Covers readings and class discussion related to 1) knowledge base for generalist practice skills (i.e. interpretation, confrontation, transference, barriers to change etc.) and is posted on-line (Note: Take the quiz before next class). \*\*\*

### **Unit 3 – Indirect/Macro Social Work Practice**

#### **Week 8 Social Work with Organizations**

Feb. 25 **Lecture:** Models of Social Work Practice with Organizations. Discuss key components of organizations, organizational practice, ethical dilemmas in organization, organizational environment, workplace discrimination, bullying and harassment, and organizational evaluation.

#### **Required Readings**

Dolgoff, Loewenberg & Harrington (2005) Chapter 10 Bureaucratic and work relationships

Netting, F. E., Kettner, P. M., & McMurtry, S. L. (2008) Chapter 8 Analyzing human service organizations

#### **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.

Mattaini, M. A. & Lowery, C. T. (2007). *Foundations of social work practice: A graduate text* (4<sup>th</sup> ed.). Washington, D.C.: NASW Press. Chapter 11: Practice with Organizations.

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

Zastrow, C. (2006). *The practice of social work: A comprehensive worktext* (8<sup>th</sup> ed.). Chapter 9, Social work with organizations.

\*\*\* Mid Term Exam: Covers readings and class discussion related to 1) the history of the social work profession relationship 2) professional values and ethics 3) the professions commitment to social and economic justice and focus on vulnerable populations 4) theoretical underpinnings for social work practice 5) knowledge base for generalist practice skills (i.e. relationship building, communicating, interviewing etc.) and practice roles (i.e. mediator, facilitator etc.) and is posted on-line (*Note: Take the quiz before next class*). \*\*\*

## **Week 9 Social Work with Communities**

Mar.4 **Lecture:** Models of Social Work Practice with Communities. Discuss models of community practice, social marketing programs, challenging social systems, and strategies for community empowerment.

### **Required Readings**

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

### **On-Line Class 1 - Social work in Communities DUE today**

#### ***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* (4<sup>th</sup> ed.). Washington, D.C.: NASW Press. Chapter 10: practice with communities.

Roberts & Greene, Chapter 96, Community practice models for the 21<sup>st</sup> century

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

Zastrow, C. (2006). *The practice of social work: A comprehensive worktext* (8<sup>th</sup> ed.). Chapter 10, Social work community practice.

\*\*\*Organizational Assessment DUE today\*\*

## Unit 4 – Direct Social Work Practice

### Week 10 Client Assessments

Mar.11 **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.

#### **Required Readings**

Hepworth et al., Chapter 8, Assessment: Exploring and understanding problems and strengths  
Chapter 9, Assessment: Intrapersonal and environmental factors

#### **Supplemental Readings**

Collins, D., Jordan, C., & Coleman, H. (2007). Family development and the life cycle. In *An introduction to family social work* (2<sup>nd</sup> 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.

### Mar 18 NO CLASS – SPRING BREAK

### Week 11 Social Work with Small Groups

Mar. 25 **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

#### **Required Readings**

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

#### **On-Line Class 2 - Group Types DUE today**

#### **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.

Roberts & Greene, Chapter 79, Clinical social work with groups.

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.

Zastrow, C. (2006). *The practice of social work: A comprehensive worktext* (8<sup>th</sup> ed.). Chapter 6, Social work with groups: Types of groups and guidelines for leading them.

## **Week 12 Social Work with Families**

Apr. 1 **Lecture:** Models of Social Work Practice with Families. Family assessment and use evidence-based interventions with families.

**Activity:** Class demonstrations continue.

### **Required Readings**

Hepworth et al., Chapters 15, Enhancing family relationships

### **On-Line Class 3 - Family Therapy Techniques DUE today**

#### ***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*, (5<sup>th</sup> 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.
- Zastrow, C. (2006). The practice of social work: A comprehensive worktext (8<sup>th</sup> ed.). Chapter 8, Social work with families.

### **Week 13 Goal Setting and Contracting**

Apr.8 **Lecture:** Social work assessment of individuals and families. 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

**Activity:** Class demonstrations continue. Role play examples, complete exercise on goal setting and contract development.

#### **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 14 Social Work Interventions**

Apr. 15 **Lecture:** Evidenced Based Models/Approaches/Interventions. Strengths and empowerment perspective; generalist models/approaches include task centered, crisis intervention, solution focused, cognitive-behavioral, and critical evaluation of effective change-oriented interventions with systems of all sizes utilizing culturally acceptable resources for help/help seeking processes Discuss the delivering of effective interventions using evidenced based approaches.

**Activity** Class demonstrations continue

**Required Readings**

Hepworth et al., Chapter 13, Planning and implementing change oriented strategies  
Chapter 14, Developing resources, planning, and advocacy as interventions strategies.

**On Line Class 4** CBT and application of technique DUE today

***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* (2<sup>nd</sup> ed.). New York: Guildford Publications, Inc. Chapter 6, Practice principles and guidelines to strengthen family resilience.

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 15 Termination and Evaluation**

Apr. 22 **Lecture:** Practice Skills: Termination with Clients. Ending the therapeutic relationship, follow-up sessions and referrals, evaluating effectiveness of intervention.

Wrap-Up and Evaluations

**Activity** Class demonstrations continue

**Required Readings**

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

Roberts & Greene, Chapter 84, Terminating with clients.

**Supplemental Readings**

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